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THE JOURNAL OF EDUCATION

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The Editors Say...

We start the New Year with what we hope is one of our best yet. We bring you the first of a new, brief series by Orlie Clem, who has a gift for the recognition of good teaching. His snap shots of interesting classrooms should help many to *be* their own true best — with corresponding gains in personal effectiveness.

Frank Rich's article on "Regimented Teaching" should be read along with Dr. Clem's—especially by principals and other high-ups on the education ladder.

Wonder if you'll agree that Professor Kelly's treatment of Character Education is particularly clear cut and concrete for a paper that is frankly philosophical.

We like it when articles evoke replies or amplifications. Vierling Kersey's "We Need Great Elementary Schools" brought the article "Start Them with the Best," for this issue. "Shooting the Composition Bugbear" drew forth "Giving Aim to Composition." That's part of our idea for a lively magazine. Read not to swallow but to think — and sometimes to submit a different viewpoint of your own.

Appreciations

We are glad so many of our readers are pleased with the Journal of Education as a monthly, and are not hesitating to say so. We pluck this from today's mail: "I like your publication as a regular monthly magazine, and I shall be a booster from now on. You have hit your stride at last." (C. D. C., Pennsylvania.)

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Is it bad psychology to say "Don't"? Well, we're forced to say it. *Don't* send us manuscripts without enclosing return postage—unless you want us to assume that you do not desire the manuscript back in the sad event we cannot use it.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

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World at Lessons

Economic A B C's

In an age when economic principles appear to have turned somersaults, it is well to remind ourselves of a few fundamental facts.

One of these has to do with the ultimate sources of wealth—the sources from which come every material gift, every service, every bite of food on our tables, every piece of clothing, every ounce of fuel, every house or public building, every receiving set or motor car, every day's schooling, every book or magazine—every namable thing that money can buy.

The sources of wealth are only two. They are —the earth itself and the work of men's hands and heads. Raw materials produced from mines, fisheries, forests and fields, transformed, transported, redesigned, distributed by millions of people at the serving end—the raw materials with the addition of man's labors supply us with all we have or ever can have that is material and tangible. Even the things that are intangible, invisible and spiritual are difficult to achieve without those two elements supplied by the soil and human toil.

Of the raw materials we use, part are incapable of replenishment and must be utilized with as little waste as possible. Part are producible in abundance year after year through cultivation of plant and animal life.

A nation that is niggardly in the raising of crops cannot be truly rich and prosperous. It may create an artificial twisting of prices so that its farming population receives a temporary benefit—more money with which to buy the output of industry. But the poor of the cities cannot be fed with food that is ploughed under or never grown.

It is equally true that wealth cannot be produced in abundance where millions of men are idle. We may seem, for a time, to be producing all the goods and services the market will consume. But the reason the market cannot consume more is that so large a number have no jobs and hence no adequate means with which to buy.

Capitalists who restrict output through monopolistic holding up of prices, and organized groups of workers who grab for wages that are out of proportion to the value of their labor—both avaricious capital and avaricious labor obstruct the easy interchange of goods and services which leads toward an abundance of wealth for all the people.

Let it be granted that there are periods of emergency when government must step in and act with more regard to the emergency than to underlying principles and theories. Fundamentals reassert themselves eventually. Even when they are out of sight they go on working.

• • •

The Lindbergh Way

Air liners that will carry a hundred or more passengers swiftly and in comfort across the Atlantic or any other ocean are only a few short years ahead of us. One airway company is already asking for bids on the construction of these mighty planes. Prices are wanted on quantities of three, six and twelve. And the bids are to be sent to none other than Colonel Charles A. Lindbergh, whose lonely pioneering flight in 1927 seemed so bold an enterprise.

The thing that gives Lindbergh satisfaction today, in connection with his career, must be the part he has been privileged to play in the development of the modern art of aviation. He has been a consistent advocate of practicality and safety. Never has he favored the taking of unwarranted risks. His influence toward a safe and sane advancement in flying has been immeasurably great. Aviation has been fortunate to have so wise a guide and pacemaker.

• • •

War as Beauty

Newspapers in democratic countries have been denouncing the book in which Il Duce's son, Vittorio Mussolini, pronounces war "the quintessence of beauty" and revels in memories of the charming scenes he witnessed on the ground below him as his plane dropped bombs upon groups of Ethiopians.

Nor are there any words adequate to express the abhorrence felt by all civilized persons at young Mussolini's glorification of military acts.

The matter could be skipped as the perverted notion of a single individual, were it not so close to being an official utterance of the Italian dictator himself. It is, in fact, an expression of what Il Duce is deliberately nurturing in the minds of all young Italians.

Can the world survive with one part warlike and the other part peaceful?

How can the nations that hate war and wish to be done with it, avoid the use of war to convince their recalcitrant neighbors they are out of step? Law-abiding nations can hope that time and experience will convince other peoples of the futility of war and conquest. But such futility may not soon be apparent to those who have gained new territory by force of arms. And any peaceful nation that happens to be attacked will quickly realize the futility of its desire for peace.

An international police force may be an ultimate necessity. But there is no sign yet that the world could maintain sufficient harmony to operate a police force if it had one.

• • •

Gilded Cones

Boys of slow mentality make up Miss Green's class. And Miss Green had set them to work on Christmas decorations. Some of the boys were applying gold paint to pine cones.

Suddenly a boy spoke up.

"Miss Green, don't you think if God had meant pine cones to be gold color he would have made them that way?"

Not necessarily, of course. And Miss Green explained this fact. Many an aesthetic soul has been afflicted by the sight of gilded cones before Miss Green's pupil shared the sense of bad taste.

In the realm of beauty, God still leads.

• • •

Monkeywrenched

When America's economic machine crashed in 1929, a great swarm of more or less expert mechanics began clamoring to fix it. Came an election in 1932, and soon a selection of these mechanics had been made. Each set to work with his particular brand of monkey wrench in hand and his eye on some section of the machine he wanted to readjust. All in all a great deal of tightening and untightening and a great deal of bracing and replacement took place. After about four years of that sort of patching, the old machine began to go again, not so rapidly as before the breakdown, but still it spluttered along. Then something happened. No one appears to know quite what it was. But it slowed down the machine with a sudden jerk which again tossed multitudes of persons out of jobs. Could it have been that the various working parts were thrown out of balance by the disordered strains which were put upon them?

The hypothesis is worth a thought in passing.

• • •

Jones the Faithful

Principal Jones hadn't missed a day in fifteen years. Never an hour or even a minute did he step aside from his post of duty. But now—a friend in a distant city wanted Jones to come over and visit him. The friend was a schoolman, too, and he thought Jones would be interested in some experiments he was trying out. Jones wanted to go. So he went to his superintendent; put the matter up to him.

"So you've been in the same school for fifteen years and have never been absent a day," mused the superintendent. "By all means take the time off to visit your friend's school. If in fifteen years you have not organized your teachers so that you can leave them for a day or two, you'd better take the rest of your life off."

There is such a thing as being too faithful; sticking to one's daily duties so closely as to lose perspective. A time comes, perhaps oftener than the faithful schoolman imagines, when he owes it not only to himself but to his associates and the girls and boys, to run away and catch a glimpse of something different. If he is really a good manager, the work will go along without him. If it does not, he will discover upon his return what the weakness was that caused his absence to be noticed.

A resolution to seek fresh experiences, new ideas and an outside viewpoint, may be more valuable than any other that the conscientious worker in education could make for 1938 or any other year.

• • •

War Itself Is Mutiny

What makes an army run amuck, as Tokio's army did in butchering Chinese civilians at Nanking, and again in bombing the United States gunboat Panay, a few miles up river from that devastated city?

While the Japanese high command and the Emperor seek the answer, one might ask: "What makes a nation or its government run amuck, through aggressive military action against another government or nation?"

No single incident of a war, however undisciplined and horrible, deals so heavy and destructive a blow at civilization as does the act of war itself.

• • •

For Better Radio

The country's educational forces should stand solidly behind the Federal Communications Commission in its demands upon broadcasting stations and networks that they raise the standard of radio entertainment. Always there have been offences against intelligence and good taste. Recently there have been offences against decency.

You can help by protesting against the objectionable or tawdry programs—and by praising the especially good ones.

Close-ups of Good Teaching

ORLIE M. CLEM
New York University

In this article the author takes you on a little journey to four Great Classrooms. Other such journeys will occur next month and later.

WHAT is good teaching? What are the criteria of good teaching? Ask the average layman and his ideas are ill-defined. Ask a hundred expert educators and you receive as many answers. Ultimately, an evaluation of teaching is subjective and personal. In recent years the writer has visited numerous classrooms in which he considered good teaching was present. He modestly submits these classroom situations as illustrations of good teaching.

The first classroom is in the field of *history*. The class is a seventh grade one and the subject, "The French and Indian Wars." To most pupils beginning history, the study of "The French and Indian Wars" is wretchedly uninteresting. Conventionally, the teaching has consisted chiefly in cataloging the meaningless names and dates. When the pupil comes in contact with them for the first time there is nothing particularly thrilling about "Queen Anne's War," "King William's War," or "King George's War." He has never met these characters; they mean little in his young life. The teacher who proceeds with a meticulous chronological accuracy usually finds "The French and Indian Wars" obnoxious to pupils.

The present teacher proceeds in the following manner with a class which is approaching the subject for the first time: "Have the English-speaking people always controlled the American continent?" On the question there is varied suggestion. One pupil says: "No, the French were in control at one time." The teacher says: "That is true, the French did control it at one time, or part of it. It was a great struggle by which the English wrested it from the French, a struggle which altogether lasted over a period of seventy-five years." And then the teacher explains through a diagram on the board how the English planted themselves on the Atlantic seaboard. Then she says: "The French planted themselves along the St. Lawrence and the Ohio. There came a time when the French began to push out from the Ohio, the English to push out from the Atlantic seaboard. Two mighty civilizations came directly in contact. We are now going to be concerned for several days with that story. I want you to find out for tomorrow just how the French secured a foothold on the St. Lawrence and the Ohio."

Then the teacher proceeds to make a definite assignment relative to the explorations of Marquette and Joliet. As time goes on, she makes assignments which dove-tail mosaic-like into the whole and yet contribute to the main problem—"How did the English-speaking people come to control the American continent?" All the time the story has been gaining cumulative interest until the great climax is reached on the heights of Abraham in 1759. The teacher gives special attention to and has special reports on Wolfe's cruise down the St. Lawrence, and his memorable scaling of the Heights of Abraham. For example, it is noted that Wolfe remembers the words of Gray:—

"The boast of heraldry, the pomp of power,
And all that beauty, all that wealth e'er gave,
Await alike the inevitable hour,
The paths of glory lead but to the grave."

Interesting details of the next day's battle are discussed. For example, in the midst of the fight, when the crisis comes, Wolfe is wounded. He knows he is going to die. Some one says to him: "The enemy runs." Wolfe says: "God be praised! I shall die in peace." Montcalm is also wounded, and knows he can last but a moment. He sees his men fleeing. He says: "So much the better, I shall never live to see the surrender of Quebec."

"The French and Indian Wars" in the hands of the above teacher involved a story which was tremendously interesting, heroic, and picturesque.

•

The second classroom is in the field of *science*. The teacher of this class is concerned with developing the "centre of gravity" concept. Previous to the class period, the teacher has assembled on her desk a small oil can, a pyramid of wood, a few toy dolls, and several objects. As the pupils informally enter the room, the teacher and the pupils informally tinker with the objects, particularly the toy dolls. It is observed that the dolls insist on righting themselves when overturned. On this particular day the class is

not immediately assembled but informal discussion and experimentation go on around the teacher's desk. "Why does one object turn over more easily than another?" From this discussion is developed the concepts of stable and unstable equilibrium. By comparing the behavior of various objects, pupils recognize the general relation of stable equilibrium to the height of the centre of gravity in an object; also the relation of equilibrium to the size of the base of the object. Pupils contribute many illustrations from their everyday experiences. The teacher guides a stimulating discussion on the subject: "Why have automobiles tended more and more toward the 'underslung' type of frame?" Only a few days before this class meeting General Motors had announced the appearance of "knee action" wheels. The influence of "knee action" on equilibrium is considered. From such discussion arise many other problems on gravitation and equilibrium. Many modern inventions and devices are analyzed in terms of the concept of equilibrium. Throughout the class period there is an interpenetration of the deductive and the inductive, the theoretical and the practical.

•

The third classroom is in first year *Latin*. This class is held in a "Latin Room." The atmosphere of this "Latin Room" is Latin. It is not a mausoleum. On the contrary, it has the grand dignity of things Roman. There is a large-size picture of the Coliseum and busts of Cæsar, Cicero, and Virgil. On the walls are pictures of the various standards and insignia of the Roman army. There are drawings of a Roman camp and of different views of Cæsar's bridge; also his famous pile driver. Many instruments of Roman warfare are illustrated: vineae, aggeres, testitudines, valla, fassae, turres, ambulatoria, plutei. Other illustrations artfully arranged show specific relations of Latin to art, music, and science. The Latin origin of seals and mottoes, common abbreviations, decorative designs, and pictures are clearly shown. There is a model of a Roman house made by the entire school, and a few made by individual students. Such a room provides an ideal place in which to become acquainted with the Romans and things Roman.

In this first year Latin class, the teacher is conducting a review lesson covering a month's work. Her plans seem so carefully made and her materials so well prepared that not a moment is lost. At one time she is reviewing translations through questions upon the thought content of the Latin text, to be answered by pupils in Latin; at another time she is testing conjugations through "fill-in" exercises. At one point, she reads some rules and has the pupils provide Latin forms to illustrate the rules. English derivatives are uniquely illustrated by the "tree scheme." For example, on the trunk of the tree is cedo; on the limbs are the compounds accedo, succedo, procedo, excedo. On the smaller branches are the English derivatives: accessible, succession, process, excessive. During the latter part of the period some pupils are drilling themselves on vocabulary cards; some are solving cross-word Latin puzzles; a few are reading a student magazine published in Latin. The teacher of this class recognizes the importance of atmosphere and administrative technique. She knows the main objective of Latin to be the reading and understanding of Latin. She adapts instruction to individual differences, and knows the psychology of review and drill.

•

The next classroom is one in *general shop*. The materials of this course are arranged in units with appropriate instruction sheets filed alphabetically in cabinets. Each pupil works on an individual unit. The room is well equipped with a library and with collateral materials. The instruction sheets are not too detailed, permitting some exercise of initiative on the part of pupils. Attention at times is called by the instructor to the social importance of industrial mechanisms and processes. For example, in the automobile unit, the rapid development of the automobile, its many uses, its probable future place in transportation are considered. Such phases of the automobile unit are considered just as important as lubrication and care of valves, the ignition system, and the operation of electrical parts. A definite correlation with other subjects is also made. In the printing unit, the number of inches in twenty picas is determined; the dictionary is used in the determination of hyphenization; the hygiene of abrasions and the influence of ink on cuts is considered. Such trade terms as brayer, two point lead, six point slug are definitely mastered. The pupils are free to communicate with each other, yet each works carefully and systematically. At one point in the period, the teacher gives a brief demonstration and discussion to all the pupils; at other times he helps individual pupils on difficulties, or offers a suggestion as to procedure. Again, he suggests books or pamphlets in which aid may be found. He inspects and approves projects, and records the completion of units. He conducts preliminary oral quizzes to determine whether pupils are prepared to begin projects. He conducts unit tests at the conclusion of units.

A Philosophy of Character Formation

WILLIAM A. KELLY
Creighton University
Omaha, Nebraska

EDUCATION, which has for its object the proper guidance and suitable direction of the growth and development of the child during the most plastic periods of life, necessarily seeks very definite outcomes in terms of character formation. However, a major difficulty in education is the fact that although there exists a general understanding of the meaning of character, it is not readily and easily defined in a formal way. Undoubtedly a score or more different definitions could be cited. Yet in all of these definitions there would be one constant factor, namely, that character always connotes *consistent adherence of conduct to principles*. Hence the writer ventures to quote what he considers to be the simplest and best definition of character. "Character is life dominated by principles as distinguished from life dominated by mere impulse from within and mere circumstance from without." [1]

With such a background in mind, we may now describe character as the intelligent direction and purposeful control of human conduct under the influence of morally correct principles, which have been converted into standards of action and which are applied consistently to the solution of the complex and varied activities of life. Likewise we may describe character formation as the process of training and guiding, of developing and forming the individual child so that he will:—

(1) Formulate and strive to achieve truly worthy ideals.
(2) Develop self-control.
(3) Establish adequate habits.
(4) Acquire right attitudes.
(5) Achieve emotional stability.

The purpose and the function of character formation which all education seeks, is then the integration of personality.

Now let us endeavor to analyze briefly the character outcomes which we strive to attain through the educative process.

First, we seek to inculcate ideals, which will motivate right conduct. Accordingly education must set up for the child ideals which embody a definite set of principles, and which will become effective motives for action and the controlling incentives of conduct. Hence the first aim of education should be to set before the child for his imitation and emulation, the best and noblest ideals. In the beginning, however, these ideals must be formulated on the child's own level; must be practical and immediately worthwhile; must be real and never artificial. On such a basis education should strive to build always to higher and nobler types. The means of actualizing ideals are precept and example, particularly the living examples of ideals in the daily life of those who guide the child.

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Secondly, we seek through the educative process to form self-sustaining individuals who will have the capacity to assume the responsibilities and to fulfill the obligations of life. Hence, all serious education must strive to develop self-control in the child through the presentation of suitable motives; through teaching the child to evaluate and to appreciate the influence of these motives; through the preventing of less worthy motives from superseding those which are adequate and worthwhile. The resultants of self-control must be the process of inhibiting urgent desires, of re-enforcing higher motives, of achieving virtuous living. In fact the real integrating force in character, the guiding factor in directing and fashioning behavior is self-control. Hence the school can never overlook the fact that every decision made, every difficulty successfully met, is of necessity a step toward the better organization of character.

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Thirdly, we strive to establish adequate habits upon which to build a worthwhile life. To build character aright education finds it necessary to establish firm, well organized habits which will secure right ways of thinking and of acting in all the conditions of life. To establish such a foundation the school through its curriculum, through the influence of teachers, through administrative technique must furnish a strong and decided initiative, must present situations which will stimulate pupils to make use of every opportunity to respond with actions which are in accord with appropriate ideals, must motivate interest which will lead to effort which in turn will bring about exercise in the building of desirable habits. Of course, it is vital to realize that not only vices but also virtues are well-organized habits, that the proper type of habit formation must become a sort of second nature in order to stabilize conduct.

•

Fourthly, we seek to develop

1. E. R. Hull—The Formation of Character (Herder), page 18.

wholesome attitudes which will be reflected in conduct, not only in school but likewise in life. In fact one of the fundamental, but at the same time most frequently neglected, factors in character formation is the task of implanting proper attitudes. Indeed, the fact that one possesses character is proved by his attitudes, as exhibited when confronted by life situations. Attitudes are the determining factors in happiness, success, health of both mind and body, for they determine to no small extent, one's motives. No teacher can assign an attitude to be acquired, nor can he measure adequately an attitude. Yet every student in every class is developing attitudes in favor of or against the subject, the methods of teaching, the teacher, the school, life itself. Attitudes are *caught* from the example of the teacher, from the abiding influence of subject matter and methodology. In fact it is frequently discovered that it is not so much what one knows but rather the attitudes which he has developed toward himself, his fellowmen, and the world about him that is the mainspring of behavior. Hence it is both a pleasing and significant sign that modern education under the guidance of the mental hygiene movement is beginning to make serious endeavors to handle the problems of behavior (which are primarily problems of attitude) with some of that forcefulness which has characterized its efforts to understand and to develop the physical and intellectual capacities of the child.

•

Fifthly, through the educative process we seek to train balanced individuals who will be able to make satisfactory adjustments not only to society and its institutions but what is more important, to themselves. Such adjustment we term emotional stability, which is such a highly desirable accomplishment for a well-rounded character. It is well understood that emotions enter into practically all action, conduct and behavior. The problem is, of course, for each individual to secure the proper balance between emotional expression and control. The teacher in particular must realize that emotion which does not lead to right action is not only useless but also weakens character. It is also very well known that uncontrolled emotions lead to serious behavior difficulties and frequently to mental disturbances. Hence it becomes a fundamental task of the school to direct emotions into constructive channels. The ideal is to develop through suitable participation in the activities of the curriculum and in the extra-classroom activities, individuals whose emotions are so under control that they derive their greatest pleasure from the higher and finer things of life.

The fitting co-ordination of worthy ideals, self-control, adequate system of habits, suitable attitudes and emotional stability into a unit signifies that an integration of personality has been achieved. However, it is essential to remember that the chief characteristic of an integrated personality is self-control. Without that element, all the others, each of which is so valuable in itself, can never be sufficient to build character.

Since character is concerned with everything in an individual's life which causes him to think and to act, it cannot be merely a mosaic of specific traits, or a group of highly developed qualities. Character must be a whole, a unity, an integration of both endowed powers and acquired abilities functioning consistently in accord with true principles.

The formation of character is essentially an extended process beginning at birth and ending only with death. Yet the most important part of this process is the guidance of growth and the direction of development during the school years so that the child will strive to attain human excellence. Character formation is always a process of upbuilding. It must mean something more than a tendency to establish relative codes of behavior in terms of either personal well-being or social efficiency.

Throughout this article we have stressed strongly the importance of the school in the formation of character. The reason for this stress is evident. There is embodied in the various curricula of the school an abundance of material which by proper emphasis may be utilized in character training. Principles may be drawn from literature, from the lives of men and women who have furnished the best examples of noble conduct, from science, art, civics, and drama, under influence of balanced teachers—who themselves possess characters worthy of emulation. However, no matter how valuable such subject matter may be, no matter how potent the personal influence of fine teachers may be, they alone cannot and do not constitute a sufficiently adequate basis from which to derive the principles essential for the formation of character. While every encouragement should be given to such natural motivation, it is this writer's belief that a great deal more is necessary. In fact, it is his opinion that the only effective and truly efficient means of building character is to base the activities of the school upon the principles which Christianity teaches, maintains, and sanctions, in such a way that these principles permeate the entire curriculum.

Trends in Western Education

SALIBELLE ROYSTER

Reitz High School
Evansville, Indiana

FROM its shadowy beginnings on the Continent in the later Middle Ages, Western education has followed an erratic course throughout the greater part of four or five centuries. In the early sixteenth century there were no newspapers—the first one appeared in Venice in 1563—and spectacles were not invented until the end of the thirteenth century, not coming into general use until two hundred years later. What little vernacular literature there was in existence was transmitted by word of mouth from one generation to another. The masses were trained in hand labor, trades, and particularly religion (the mediaeval church was all-powerful) and there was little need for "book learning."

Then in seventeenth-century France rose the fundamental ideas that have dominated all recent developments. Germany gave the world a conception of state supremacy in education; but from France came Rousseau and Chalotais with their advanced thinking that changed the whole trend of pedagogical progress. Rousseau believed that man would have been far better in his primitive state, without having emerged into the self-torturing condition of rational man. Yet he believed that every person, rich or poor, should receive that type of education that would enable him to make the best of what powers he possessed. This was opposed to the idea then current (and in some countries, such as modern Germany, still prevalent) that the way to social salvation is preparing every citizen for service of the state.

The idea of comprehensive national responsibility for education, accepted first in Germany, spread to France and then to England. Adam Smith (1723-1790) spent time on the Continent as a tutor, returning to England with ideas that are reflected in several notable passages from The Wealth of Nations—that the upper and middle classes could educate themselves, but that the common people, whose occupations tend to deaden intelligence, need help. With the schools of his native Scotland in mind, he suggested the establishment "in every parish of a little school where children may be taught for a reward so moderate that every laborer can afford it."

It is a far cry from Rousseau and Kant and Pestalozzi and Lancaster to Harold Rugg's child-centred school of the present day. We have ascended a long series of steps, beginning perhaps with the breaking away from the mediaeval theory of collective judgment of the Church and the establishment of the theory of individual responsibility. American education, like the American culture of which it is a part, is of course deep-rooted in the European past; but on the other hand it has taken certain original twists and turns that make it distinctively New World. From the time of the passing of the Massachusetts law of 1827 requiring a high school in every town of five hundred families or more, up to the present day there has been a growing tendency to place more stress on secondary education and to make it free and available to all who can profit by it. There has been all along an underlying principle of democracy that has placed a premium on brains and ability to get ahead in the world rather than on wealth or social status. Never before in the history of the world has an attempt been made to educate all the children of all the people. Never has America drawn a line of distinction such as that between the German Volkschulen and Gymnasien.

Since the 1890's the twelve-grade scheme has gained ascendancy, and, according to Harold Rugg, for four decades the schools have lived under the reign of college entrance requirements, despite the efforts of revolutionaries such as Francis W. Parker, John Dewey and William H. Kilpatrick, who have struggled for thirty years to break down tradition, to cut through the superficialities of administration, and to visualize the school in a totally new orientation—that of development of the whole child along the principles of organismic rather than mechanistic psychology. Since 1900 another group of educators, led by such spirits as Judd, Thorndike, Cubberley, Freeman, Strayer, and Terman, have done much for the improvement of instruction by their continuous experimentation in the measurement of teaching and methods of learning. Intelligence and achievement tests, minimum essentials, score cards for school buildings, analysis of character traits, statistical technique, and a dozen more familiar pedagogical terms testify to the thoroughness of study and experimenta-

tion under such leadership. Yet in spite of all these influences the school system of the 1930's is an outstanding example of cultural lag.

In 1930, in spite of the fact that of the 30,000,000 persons between the ages of five and seventeen, 25,000,000 were in elementary and secondary schools and were being taught by 900,000 teachers, and despite the fact that five billion dollars' worth of public property was devoted to education, there were still five million people over ten years of age who could neither read nor write. Twenty-three per cent. of the Negro population was illiterate, and thirteen per cent. of the foreign-born whites. Three-fourths of the teachers were young unmarried women, many of them using teaching as a stepping stone to matrimony or a better job; and the average salary of 160,000 teachers in one-room rural schools was less than $800 a year. Teachers in many localities were denied the right of free speech on political and economic questions, and in some were forbidden to dance, smoke, or even fall in love!

Since 1930 we have had the depression and the loyalty oath, so it is doubtful if academic freedom and literacy in general have made great strides since. Certainly salaries have been cut deeply enough, and in many systems have not even yet been restored. The increased flocking of teachers to summer schools of the universities is a hopeful sign, for there at least greater freedom of thought is permitted and new theories are freely discussed.

Of course the education of tomorrow will be cut on a different pattern from that of today. What that pattern is to be is a bit uncertain; probably it will be a changing pattern, chameleon-like reflecting the high lights and shadows of the changing civilization of which it is a part. It cannot be bound by eight or twelve grades or by set ages such as from six to twenty-one, but will offer opportunities for help and guidance from the cradle to the grave, so that in the literal sense education may end only with life. Neither will it be confined within four walls. There may not be one school but a number, developed with different attitudes and aims, so that the modern student may, like Bacon, take all learning to be his province.

Particularly will there be emphasis placed on training for citizenship, including co-operation, individual and constructive thinking, intelligent consideration for the rights of others, and careful understanding of vital social and economic issues that will lead eventually to their best solution. If the planning society of tomorrow, based on the best features of the New Deal and of the Co-operative movement, plus the fundamental ideas of democracy of the old regime, is to succeed, it will do so because of education; and it is the teachers, more even than the politicians and statesmen, who hold the future of America in their hands.

Join Crafts With Science

FRANK HENRY SELDEN
Lundys Lane
Pennsylvania

"MANKIND'S intellectual development has not kept pace with the growing complexity of his social, economic, and political problems," says Dr. Alexis Carrel. Why? Because those who control the formal means of this intellectual development insist on forcing our young people to waste their years of formal schooling in fixing their minds to an antiquated and all-but-useless type of mental activity.

In any other field we would expect to find the means of accomplishment develop along with the thing to be accomplished; but in this problem of keeping up with the intellectual requirements of the race we are trying to find the means of accomplishment in those things which are no longer first in modern life. Those in control of our formal education refuse to use the modern material at hand, and thus become responsible for this "danger to civilization."

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While writing this I am interrupted to hand out tools and supplies to those who are engaged in one of the highest intellectual activities of this age—tool making. I am wondering what those who control our school system would do if once they could realize what the intellectual requirements of this age really are, and what a vast amount of material is available for accomplishing the desired training of our young people.

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If those in control would per-

mit such subjects as are supposed to be modern (such as those commonly included under "arts and crafts") to take on some of this modern science, it would eventually lead to recognition of this unlimited source of material which is now neglected. Instead, they insist on making an art or craft out of these subjects and unfit rather than fit the boy or girl for modern life.

The great advance which has taken place during the past 150 years is due not to the steam engine nor invention of textile machinery as is commonly stated; but to the change from craftsmanship to science in the working of solid materials. This has not only put a new and very exacting requirement upon the industrial worker, but has also changed the whole intellectual level of industrial society, which today means substantially all society.

Out of this change have developed substantially all the problems of industrial, social, and political life. The means, therefore, of meeting these problems is a thorough understanding of this advance and the use of the subject matter it has supplied as the means of educating the oncoming citizens to meet their responsibilities. Instead, we are using the subject matter of a bygone age, and then wonder why our extensive and expensive system of public education does not produce satisfactory results.

The Socialization of Pupils

DANIEL P. EGINTON

SINCE one of the most important phases of the growth of the whole child is his social side, progressive thinkers stress the need of helping pupils to desire and be able to make satisfactory social adjustments.

The new education considers that one of the basic purposes of education is "socialization," —to get the individual to identify himself and his interests with those of the groups of which he is a part; to grow in thoughtfulness and to learn to live successfully with others. Due to increases in population and the development of modern means of transportation, social contacts are more numerous and more intimate than ever before in the history of our civilization. Isolated, agrarian, frontier life has generally given way to group, industrial, urban life. Rugged individualism in our present social order is no longer satisfactory as a guiding philosophy.

We must learn to be cooperative members of many groups realizing the fullest satisfaction of many of our own wants through joint enterprises. We must learn to think for ourselves but to act as a thoughtful, co-operative member of many interdependent and overlapping groups.

The need for more socialization is also pointed out markedly in the miserable, maladjusted lives of many adults who are such wretched social misfits, i.e., they do not know how to make friends, to get along amicably with others, are shy and bashful, and do many socially undesirable things such as cheat, lie, steal, exploit and injure others. Many of the causes of shyness, loneliness, social maladjustment, inefficiency, uneasiness, conflict, sorrow, and pain could have been removed if the schools had used proper methods and begun at an early age. After the personality of the adult has "set" it is exceedingly difficult to help him make efficient social adjustments.

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Although in the nursery school and kindergartens the responsibilities for socialization are recognized and methods used to promote it, the elementary and secondary schools frequently pay too little attention to the fact that some pupils are dishonest, cruel, shy, crude, and inconsistent. The necessity for teaching the so-called academic fundamentals occupies so much time that there is little time left to do something about the fact that Johnny is selfish, sensitive, afraid, or dominating! One wonders what could be more fundamental than to help a child who is shy and bashful develop poise and ease in a group, to save a pupil who has been spoiled at home, to help a pupil who continually annoys others so that he can overcome his deficiencies, or help an egoistic pupil to develop unselfish attitudes. These are but a few of the personality traits which must be dealt with in every school. Socialization, and not learning how to avoid split infinitives, is the fundamental purpose of education!

Obviously, there are numerous causes of social inefficiency or maladjustment. Chief among these may be listed lack of broad, liberating, social contacts or experience, inferiority, and other kinds of complexes, queer personality traits, parental or love fixations, deficient home environment, ignorance, carelessness, physical defects, or bad heredity. The problems of each pupil are different and

must be considered individually although often they may be solved only by getting to a pupil in a complex, social situation. There are a number of principles or technics which should be used in schools that hope to achieve individuality but become truly socialized.

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1. *The social studies program should help pupils gain the basic knowledges, attitudes, skills, and understanding necessary for social efficiency.* The core of the social studies program should be gripping social experiences growing out of the study of the pertinent social problems or interests of the pupils. As a result of these experiences the pupils should develop such things as greater understanding of contemporary social problems and relationships; should grow in ability to co-operate with their associates, acquire a feeling of responsibility for their actions; grow in sympathy and friendliness toward others who may be the same or radically different from them; and come to appreciate the cultural contributions and efforts of past generations. The attitude and ability to act mannerly, to co-operate, and to accept responsibility, should be considered some of the examination requirements.

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2. *The services of a psychologist and psychiatrist should be secured in extreme cases of social maladjustment.* The causes of many cases of social maladjustments are so technical and complex that they can be determined only by one especially trained in that work. For example, take the case of a boy who is extremely cruel. Merely to punish him for misconduct is generally not sufficient to change his conduct. The basic cause, as if it were a disease, must be determined. Then a scientific, remedial program must be drawn up—not one based on guesses, hopes, and prejudices but one based on the facts that were revealed in a thorough historical study and physical and psychical examinations. Discipline problems should be treated likewise. The basic causes must be removed before there is much hope for abiding success.

Unfortunately, few public schools feel that they can afford the services of a psychiatrist and social worker. Some, however, see the need, and are able to provide them. Others still blame the child and rely upon verbal preachment to change conduct. Unfortunately, often it is not a matter of words but a changed program of conduct and environment that is needed. This often requires the re-education of parents as well as pupils.

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3. *Pupils should be offered abundant opportunities to work in co-operative groups.* The primary weakness of isolated rural schools and of common methods of individual instruction, such as Winnetka, Dalton, and Montessori, is that they do not provide the kind of social or group experiences needed to insure balanced growth in social adjustments. Pupils cannot learn to swim except by getting into the water; they cannot become socialized except by associating with others in groups which have common interests and common purposes. They should have a large number of opportunities in natural groups to practice acts of courtesy, thoughtfulness, assuming responsibility, co-operation, leadership, and such other attitudes and skills as are necessary for democratic living.

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4. *There must be less emphasis on competition.* The new education demands that instead of developing competitors, we must assure co-operative individuals who are capable of creating the world as it should be. The old competitive technics of grades, marks, prizes, and awards are no longer considered educationally sound in many modern schools. These must be replaced with procedures which sponsor co-operation, brotherhood, and social good will. Pupils must be encouraged to share with others who are not their equal in social and economic matters. The ideals and attitude of service or helping others must be stressed; the "sin" of exploiting and harming others must be avoided in the future.

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5. *Pupils should learn the basic requirements for making friends.* Since few things in life are more important than the capacity to be a good mixer and make numerous friends, the school has a real responsibility to help pupils master the general principles and the specific technics which help one to make effective social adjustments. They should note particularly the reasons why some persons do not make friends or get along amicably with others, and in fact are really quite boresome or even irritating at times. The mistakes of others should be avoided if pupils are to gain in social efficiency.

More specifically, pupils should seek to meet the following requisitions for making friends or good acquaintances: to be a real friend and help others whenever they have opportunities to do so; to prepare themselves so that they can understand the activities and problems of others; to avoid talking about personal things of interest only to self; to develop broad interests which supply good conversational topics when with others, e.g., interests in art, sports, drama, poetry, writing, music, politics, and

whatnot; to avoid sarcasm which always tends to produce ill feelings; to avoid temper tantrums which always erect an undesirable wall between folks; to avoid burdening others with their troubles; to gain an abundance of pep and enthusiasm for life as these always attract others; to gain a good sense of humor and proportion so as not to be too serious or frivolous; to guard friendships and not exploit them by too many favors; to avoid talking too much or too little; to be neat and presentable so as to make a good appearance which will attract and hold others; to do at least one thing very well which will win the favor of others, e.g., play the piano, play bridge, sing, excel in athletics, write, be able to do several things with which they can enjoy the associations of others, such as in cards, dancing, golfing, hunting, and discussing; not to betray confidences; not to be stingy; not to gossip about others excessively; and always to be thoughtful, considerate, and sincere.

The Meaning of Vocational Guidance

ROBERT C. COLE
Director of Guidance
Boys' Club
Worcester, Massachusetts

IN spite of the fact that interest in the field of vocational guidance appears to be growing quite rapidly, there are still too many people who seem to confuse the term "guidance" with "placement." A great many people engaged in employment offices—both public and private—honestly consider themselves as guidance experts, and truly believe that they are doing as thorough a piece of guidance work as can be done anywhere.

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Placement is only one phase of guidance—the very last step in the entire guidance process. It doesn't make much difference whether one considers this last step the most or the least important, the fact remains that it is only one of the steps in the vocational guidance stairway.

Some people have the notion that guidance can be achieved instantaneously. All that one has to do is to place a boy or a girl at a job—no matter what kind of job it is—as long as the individual earns enough money to satisfy his immediate wants. Then there is another group who believes that guidance can be accomplished by the mere giving of a test of some sort, and with the test results obtained—presto! guidance is finished. This will sound absurd to the hundreds of expertly trained guidance workers, but yet it is true. The writer could name a number of places in various large Eastern cities where these practices are followed.

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We all know that for guidance to be effective it must be a continuous process. Occasionally results cannot be achieved before eight or ten years. The best, and possibly the most effective method, is that which starts with the young child's early days. The history of the child's development is of great importance in guidance.

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To many other people, unfortunately, the term vocational guidance means a lot of record keeping, tests and testing, and a lot of paraphernalia and red tape. It is true that some of these things are useful. Tests, for example, can be quite effective, and are useful tools when used wisely. A certain amount of record keeping is necessary. But beside all these—beside and above all the technicalities that appear to be of major importance—one thing that should be fundamental in all phases of guidance is *common sense*—common sense in using tests, common sense in weighing records, and common sense in advising the counselee. A counselor may have the best testing technique, he may be an expert interviewer, he may be a wizard in acquiring and retaining information about requirements and opportunities in the various fields, but if he lacks common sense he cannot hope to be successful in the work of aiding others to "find themselves." In past years, long before any one had heard of "vocational guidance," there have been men who could today be classified as leading vocational counselors. They were men without technical training in the field of guidance, but men who possessed a great deal of common sense.

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Vocational guidance, then, means more than getting an individual a job. It means more than giving an individual a test or a series of tests. It means more than accumulating a boy's or girl's school marks. It means more than holding an interview

with the counselee in order "to impress him with the personality" of the counselor, or tell him what he is best fitted for.

Vocational Guidance is a long and continuous process during which the individual's history and background are studied, his interests, attitudes, assets and liabilities are analyzed in details, his abilities and aptitudes are brought to the fore, a goal is established, and a program outlined to reach that goal. This, in general terms, is the meaning of real guidance—of guidance that can be expected to bring results. To be of value, guidance must aim to help the individual discover for himself what there is in him. Its goal must be to train the individual so that he will be able to meet his problems squarely and intelligently, and really solve them. Guidance should lead the individual to guide himself.

Giving Aim to Composition

HELEN WILSON
Brooklyn, New York

"SHOOTING the Composition Bugbear," a November contribution by Effie A. Hult, was stimulating and thought-provoking to a degree that urges one with the large city point of view to open the topic once more.

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City children no longer react enthusiastically either to the remote book collection idea or to the completion of a composition that is an end in itself. They wish their activities to culminate in a more dynamic form of action. This is found in the monthly grade publication, the school term publication, or a combined use of both.

In all three types of stimuli the critical and selective power should be, or should seem to be, in the hands of pupils who act as editors. Just as the baby in Miss Hult's article found interest in the companionship of one of his own age, the pupil is the best judge of the interest appeal in the composition of a fellow student. Even teachers who are most intelligent and highly sympathetic have had the experience of seeing pupils enjoy compositions, activities, or jokes that seemed relatively unimportant to the mature mind. Teachers tend to evaluate content from the point of view of the adult. More often than not, this evaluation is influenced by excessive weight on the elements of form. Form has its value. It must, however, follow content if individuality and creative expression are to be preserved and developed.

When a manuscript is submitted to the publisher, it is read for content and revised for form. Professional proof readers check and correct clerical errors. After this, all necessary changes are made in conferences with the author and the publisher.

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A parallel to the life situation can be established in the classroom. A group of editors, three, four, or five to a class of thirty-five pupils, working together at one side of the room, can be trusted to choose those compositions that embody the highest interest. A very bright group of editors is able to detect major errors in structure, grammar, punctuation, and spelling as well.

Before a final reading to the class, it is advisable for the editors, the author, and the teacher to have a group conference on form problems. This conference will provide the teacher with content for the form lessons while the group eliminates the objectionable elements in the author's product.

The question arises, "Will the resulting product be free from all errors of form?" The answer is, "No." To make it a perfect product would be to "teacherize" it.

After revision and rewriting, the composition is ready for oral presentation to the class. If possible, the author should read his own composition. At times a good reader is needed. Both practices are true to life. Usually the composition that reaches the class as a whole is well received and accepted for publication in the "Monthly."

A mimeographed monthly is the most satisfactory form for presenting the final product because each pupil is provided with a copy. Construction of a monthly is not a difficult undertaking if an art committee draws the design and cuts a stencil for the cover while the printers do the mimeographing.

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In the beginning a monthly is apt to be timeless. After one or two issues, current interests enter and the less original and unimaginative pupil finds expression through writings related to school expressed in forms of the editorial type.

When a "monthly" is not used, the school's contributions

to its term book are sent directly to the editors who select the compositions that are to be published. One school has an "Editorial Club" that meets once a week throughout the term. Club membership is limited to those students who have the highest ability in English. In order to train the editors in initiative and leadership, the group is kept small enough for guidance without proscription.

Perhaps the most satisfactory way to meet school needs is to combine the use of a monthly with a term publication. Where this is school policy the editors of the school publication select material from three sources, the grade monthly, from which they make reprints, general school contributions from activities and classes where a monthly is not used, and articles written by the editors themselves.

These suggestions related to school publications centre around compositions that, from the point of view of the pupil, culminate in a not too remote end. There are two other large, dynamic fields for composition work, namely, original dramatization and script for radio broadcast. It is to be hoped that someone who has had successful experience in these fields will share his experience with us.

Suit Seats to Sitters

CLENNIE E. BAILEY
Denver, Colorado

YOU have all heard the story about the time some one asked Abe Lincoln how long a man's legs ought to be. Abe's reply was, "Oh—long enough to reach the ground."

The question put to Mr. Lincoln was meant, of course, to be a jibe at his lanky lower extremities, and I have always admired him for his clever, impersonal answer. But it must be easy for a person possessing legs longer than the average to think up clever answers to such jibes. What I want to know is: How can one adjust one's self normally to conditions when one finds one's legs far short of reaching-the-ground length.

And it is not to remarks made about these abbreviated extremities that the owner finds most difficulty in adapting himself. It is to finding one's body suspended in mid-air, so to speak, from the average chair with all the attending mental and physical discomforts which such a position brings on. Also, there are mirrors in bathrooms. shelves in closets, work tables, electric light chains, street car straps, and a thousand other things continuously placed out of reach for the person with short legs. Sometimes it gets to the point where it seems that all creation has joined in an attempt to make the world fit only for long-legged human beings.

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As you may by this time have guessed, I have the misfortune to possess short legs. And my problem is not unique. In my experience of several years I find, roughly speaking, about 15 per cent. of the adult population suffering with the same difficulty. Not that we are deformed in any extreme way. As far as appearances are concerned this lack in length of legs is seldom noticed; but when it comes to fitting ourselves to all the gadgets and gewgaws designed by man to make this world a more comfortable place in which to live—well, somehow the theory of relativity has been misapplied for some of us.

Take, for instance, my problem with chairs. This piece of furniture, one would think, was made to lend dignity and comfort to human beings when not standing or moving about. To me most chairs are nothing short of the Spanish inquisition. At least they were until I took matters into my own hands and for my efforts got classed as an individualist and one who over-emphasizes body comfort.

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My early school years were spent in one of those lone one-room rural school buildings which was reached only by walking from one to five miles through roads none too traversable. The healthful effects derived from these walks each day were, it might be argued, inestimable but for me all the hygienic results were lost because of the type of seat I was forced to occupy during my hours at schools. To be sure, even in those days, there were smaller seats for the younger children, but these, like clothing the children wore, were designed to allow for the future growth of their occupants. Add to this the fact I was usually put into grades with children who were from one to four years my senior, and you can readily believe me when I say that from the time I entered the first grade until I graduated from the eighth never once did I have a seat where my feet

rested comfortably on the floor!

I knew something was wrong but not one question did I raise. In fact had I done so, I would have been blamed, not the seats. I would sit with my legs curled under me on the seat until they would "go to sleep," and then I would ask to be excused (two fingers). What a painful walk that would be to the back of the school yard! By the time I had returned the needles in my feet would be gone, and then I would have to vary my position by scooting out to the edge of the seat and thus barely reaching the floor with the back of my heels. This position straightened the lumbar region of my back to a painful degree, threw my shoulders forward and constricted my lungs. Also both the flexor and extensor muscles of my legs were put under a tiresome tension. Take it all in all this position was resorted to only in an extreme need for variation.

There were always chores that could be done for the teacher, and these I volunteered to do so often that I was always being accused of "satelliting," but no one ever guessed my real motive.

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In high school I begged for and was allowed to wear shoes with high heels which partially and temporarily solved my problem. But those shoes gave me two beautiful bunions which I carry with me to this day as sad reminders that the law of compensation works.

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In college, for the first time in my life, I came in contact with a person who understood some of the difficulties of people with short legs. She was a teacher of physical education, and while she had many admirable traits I first loved her for her understanding of people with a nether deficiency. In her classes I encountered others who were like myself in this respect, and the manner in which this woman managed her pupils so that everyone present could perform her work with enjoyment filled me with a new hope. I made a determination to try to see that I get my dues from that time on in the matter of comfortable adjustments. Little did I know what a stone wall I was aiming to break with my academic head by trying to butt against standardization in mass production of commodities.

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When I taught my first school I found the seats even worse than those which I had occupied when a child. The adjustable desk had not yet found this school so I proceeded to switch the pupils around until I had attained the best adaptation possible with the pupils and materials at hand. What an unexpected surprise awaited me. This departure from the time-honored custom of having each group of pupils in a given grade sit in a given row seemed to cause no flurry among my charges. Whether it was my serious attitude or the comfort from the changes, I do not know, but they soon settled down to the business of getting their lessons.

Imagine my dumbfoundedness, then, on the third day following my triumph in practical hygienic adjustment, when I was visited by three "prominent" mothers of the neighborhood and informed by them that such haphazard methods simply could not be tolerated in "their" school! They had objections to other new practices which I had been carrying on but the "seat mixin'" seemed to be the worst offence.

A final conference with the trustee made me see that the good will of the parents of my pupils was quite necessary if I wished a second appointment to the school. I compromised by rigging up a footstool for myself and hoped for imitations. Unfortunately the pupils with imitative instincts did not always coincide with the ones having need for footstools, but I had to be content with a portion of success.

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Eventually I attended a university, and in my studies there I learned what good posture is worth and some of the reasons why bad posture produces ill-health. Learning this, again put new hope into me, for I saw possibilities of making mankind more appreciative of the difficulties of the short-legged persons. After graduating in this work I took a position teaching hygiene in a teachers' college. Here, I thought, was the place where learning begins to reach the bulk of people in geometrical ratio. With this ideal I faced my first class in general hygiene.

Fifty boys and girls sat on fifty chairs—fifty chairs exactly the same height, the same width, the same depth, all set in straight rows and all facing the instructor's table. By this time I had learned much of the psychology of people with short legs, so I did not attempt any adjustments until we had made our study of the physiology of motion and the hygiene of posture. I had to stand before them and watch the gyrations of from six to eight persons suffering from attempts to adjust themselves to seats made for people whose legs were from one to six inches longer than theirs.

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Most of these unfortunates would sit on one foot for about fifteen minutes, then change and sit on the other foot for the same length of time. For variation they would scoot forward on the edge of the seats, as I had done back in my grade school days. How I understood their predicament! And how ridicu-

lous the situation really was! Here was I, a teacher in *hygiene*, lecturing to fifty mature students on the subject of posture, emphasizing the importance of proper seating, and at the same time subjecting more than 10 per cent. of my audience to the very thing I was pointing out to be vicious.

The light eventually dawned on a few, and one girl who possessed more initiative than the average asked that something be done about her chair. Others followed her example, and later I called on the dean and presented our problem to him.

This learned man seemed surprised and told me I was the first one to bring any complaint about those chairs. They had been in use at the college for over eight years. He asked me what I wanted done about them, and when I suggested that the best thing to do would be to cut three inches off the legs of about six he nearly exploded. Did I realize how much those chairs cost? It seemed I didn't. Well, he would have me know, several thousands of dollars! And too, there was a very strict rule against mutilating the furniture—how could he, the dean, be the very first one to break such a rule? Why, suppose all the teachers should take a notion (note the *notion*) to have the legs of the chairs in their classrooms sawed off—what would the board think of such a thing?

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I fled before he might suggest we kill all the short-legged people and be rid of the problem entirely. How fully I realized that to really teach hygiene one must begin on the administration several years before beginning on a class of students. (Incidentally the dean had nice long legs which allowed him to sit well back in a chair with his feet resting comfortably on the floor.)

In my own home I have solved the problem fairly well, even with furniture made for long-legged people. I have a footstool which stays under my dining room table, one in front of each easy chair in my living room, and a low chair in my bedroom. A mirror hangs in my bathroom just for my height. The legs of my home desk and desk chair have been sawed off to fit me. For all these reasons my home is the most comfortable place in the world to me. How my short-legged friends like to come here!

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But, oh, the theatre seats! When I get a little older and care even less than I do now about what "simply isn't done" I am going to take my footstool to the theatre with me along with my opera glasses. Already I can spot and make a lively sprint for the lowest seat in the room when I call on friends for a cup of tea. Bridge I have given up, for I simply cannot remember who in the world played that queen of hearts when the edge of the chair on which I am sitting is all but cutting my legs in half.

I have made a resolution: Never will I accept another invitation to talk about *hygiene* unless I am given the solemn promise I shall not be subjected to the painful ignominy of having to sit on a platform facing my audience whose eyes are forceably attracted to feet which lack contact with the floor by some three to five inches!

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And so it goes. The problems of the short-legged people are real and unnecessary. Their solutions are simple. All that is needed is that the accessories in civilization be made for man instead of civilization attempting to make man adjust himself to the accessories.

Ho hum! Perhaps some one ought to take it up with the *relief* administration.

The Joy of Teaching

FRANK W. SIMMONDS

Pittsburgh School Bulletin

If an Agassiz finds pleasure in digging among fossils in order that he may interpret the great story of prehistoric life;

If an H. D. Thoreau by Walden Pond is delighted with his studies of bugs and beetles;

If a John Burroughs on his little patch of ground in the valley of the Mohawk glories in his life among the birds and bees;

If a Luther Burbank is enraptured with his work of transforming a worthless desert cactus into an edible fruit, or in producing a sweeter rose or a fairer lily;

If these and other workers, whose names are legion, revel in the love of their work—

Then, by what term shall we designate the joy that should be the teacher's who works not with mere fossils, nor with bugs or beetles, nor with birds, bees, or flowers;

But with the child who is at once the most complex, the most plastic, the most beautiful, the most wonderful of all God's creation!

Yes, it's a wonderful thing to be a teacher; it's a great thing to teach school.

A Way to Evaluate Teaching

JAMES A. BOYD

Headmaster, High School

Newmarket, New Hampshire

THE question must frequently arise in every teacher's mind about the methods used to evaluate teaching. In searching for an answer the teacher should consider the questions:—

1. Why evaluate at all?
2. Do I actually evaluate the real results?

All teaching must seek as a final objective a changed behavior as a result of a series of experiences that the pupil has gone through during the learning process. Unless there is a changed behavior the teaching has been wasted. But the teacher must have in mind a socially desirable change in behavior in terms of her objectives. Too frequently the results are tested with a form of written test that requires much memorization of facts or the giving back of a series of set answers previously set up by the teacher in the classroom. But such methods fail to measure whether there has been a change in behavior. Some claim that after the instruction all the teacher can do is hope that in some distant future the instruction will prove fruitful. I often think that the athletic coach has a public test of his ability at every interscholastic contest, and wonder if a test could be devised to measure the effectiveness of each teacher's work, how well they would fare.

Yet despite the weakness of the methods of evaluation it must be done

(1) For the teacher's own satisfaction.

(2) For the sake of the learner.

The latter involves the acquisition of the ability to evaluate one's work.

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In real life should we be asked to give our opinion of Neighbor Jones we would not consult rank-books complete with scores, but would probably unhesitatingly give a fairly accurate opinion. Suppose A wishes to know what your opinion is concerning B's ability to be a chain store manager. Your opinion would be based on an evaluation of B that has been going on constantly since knowing B. Pupils at an early age learn to evaluate their classmates and associates. Each thoughtful individual can evaluate himself, and in none of these cases does he consult any set form of test. Strange as it may seem, these evaluations are remarkably correct and consistent.

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Each experienced teacher should grade a class of pupils without consulting scored test results, using only the impressions obtained through daily contact with the pupil, and then compare these results with those obtained in the usual way. I think the teacher will be surprised to see how closely they resemble each other. Most teachers include in their evaluation a personal estimate which is most valuable in obtaining a more accurate evaluation.

But we as teachers cannot throw away our hallowed tools and techniques for evaluation. The traditional, expected of us, would not permit it. It behooves us, however, to seek to devise a more accurate method of evaluating the pupil's work.

In setting up the objectives let each teacher list the changes in behavior that she seeks as a result of the work in a given unit, and in terms of this list let her seek by every means, and as practically as possible, ways to evaluate.

The following plan gives some idea of how this might be done.

What Changes in Behavior Are Sought as the Result of the Work in This Unit.

Title of Unit: "What will be the Results of Sit-down Strikes?"

Class Subject: Economics.

Type of Pupil: Juniors and Seniors.

I.—Should tend to develop the ability to sense and express a problem:—

(a) Does pupil suggest other problems for discussion? ....

(b) Can pupil ask for information when confronted with the question, "Is there anything about this that you do not understand?" ....

II.—Should learn how to attack a problem in order to arrive at a logical conclusion:—

(a) Does pupil give a logical reason when making a statement? ....

(b) Can pupil defend his position with facts? ....

(c) Does pupil seek aid from the teacher in a "searching manner"? ....

III.—Should learn to distinguish between relevant and irrelevant facts:—

(a) Does pupil show ability

to sense the problem or is he confused with a mass of details? ....
(b) When tested with problem questions giving some relevant and irrelevant data can he proceed toward the solution on his own? ....
IV.—To learn how to use references such as encyclopedias, charts, etc.
(a) Has pupil been observed by the teacher using this material? ....
(b) Has librarian noticed pupil using these books?....
(c) Does his written work contain references to this material? ....
(d) Does his oral work contain references to this material? ....
(e) Does he use charts to illustrate his point or position? ....
V.—To learn that there are two sides to every question:—
(a) Is pupil tolerant of other fellow's opinion?....
(b) Is pupil willing to admit that there may be some value to the arguments of the other side? ....
(c) Is pupil prone to make snap judgments? ....
(d) Does pupil give respectful and thoughtful consideration to statements of the other side?....
VI.—To tend to maintain an attitude of suspended judgment until sufficient data is assimilated so that a decision may be reached:—
(a) Is the pupil willing to change any preconceived opinions he may have in the light of more evidence? ....
(b) Is pupil dogmatic in his statements? ....
(c) Is pupil amenable to suggestion? ....
VII.—To realize that conclusions are frequently tentative or subject to change in a different situation or environment:—
(a) Does pupil make allowance for this fact in his written or oral statements? ....
(b) Has pupil ever in his conversations signified his knowledge of this factor and changed a previous decision? ....
VIII.—To learn how to work as a member of a group:—
(a) Has the pupil shown a proper social attitude?....
(b) Has pupil done his share of the project?....
(c) Is pupil willing to have his opinions criticized by group members? ....
IX.—To develop a desire to form own opinions on a logical basis:—
(a) Has pupil shown this desire in his oral or written statements? ....

Start Them With the Best

ENID HILEMAN
Long Beach, California

VIERLING KERSEY'S article, "We Need Great Elementary Schools," in the November issue, was a fine article.

Watching our own system and others I wonder why the best qualified teachers are not placed in elementary school. Here certainly is the beginning of education. If children who were advanced from elementary school were fit physically, well grounded in their work and socially adjusted, the work of the secondary schools would be greatly benefited.

The contact between the segments should be much closer. Many elementary teachers do not know of the work in the class below or above them, and have very little idea of the problems in the secondary schools. How can they know what the child will meet? How can the secondary teacher appreciate the background of the elementary child especially with the fast changing curriculum of today?

In the different parts of the city the curriculum should take into consideration the home conditions of the child. The child who comes from the poor home needs instruction in health, food, spending of money, all elements of every-day living taught in the homes of the middle and upper strata of society.

May I suggest a few helps for the teacher?

1. A medical clinic where our children can be sent for the medical care for which they cannot pay.
2. Free glasses for the little fellows who cannot afford to buy them.
3. Warm clothes and food.
4. The Humm-Wadsworth Temperament Test could be revised for use in the elementary grades and would give us an insight into temperamental defects of our children.
5. Schoolrooms in which we can live as the world outside lives, for we are not preparing to live, we are living, and childhood should be the most interesting and the happiest time in an individual's life.

Yes, "We Need Great American Schools." We are on our way. How long must we dream and hope?

What's Doing in Art?

JOHN G. WOLCOTT
Master, Greenhalge School
Lowell, Mass.

Question and Comment Are Invited

Good News

Cheerful news for the art teacher! Inspiring news for the school executive who is aware of the vitality of beauty! During the recent seven years' blight, known usually as Our Worst Business Depression, more than a thousand courses in art were added to high school instruction. Art is alert! It moves ahead of other things.

Ordinary economic events cannot destroy the human instinct for beauty. If a country erodes completely, if a civilization becomes dust, only the work of the artist survives, an inspiration to new peoples. Ernest Hemingway is the latest sage to put it clearly. "A thousand years make economics silly . . . a work of art endures forever."

Recognition at Last?

One of the most cheering items of news that I have heard in years is the report that the universities are beginning to do something for the school art-teacher. Dean Henry W. Holmes, of the Graduate School of Education, Harvard, has done something definite. We artists have a good friend in him! He has given us help by establishing a master's degree in the teaching of art. When a world university like Harvard does a thing like this, we begin to get somewhere. Did you hear what happened in Paris?

You may have noticed that the Eighth International Congress on Art Education, Design and Art Applied to Industry met in Paris last summer. It was not advertised enough for everybody to hear about it—art never is—but the American delegates did their best to let the world know what was irking them. They protested that teachers of art have found it impossible to secure just and adequate recognition for their work as credit toward their degrees. In other words, college boards would not recognize art teachers. Some mysterious prejudice seemed to exist against art teachers, even if they had had intensive courses in their subject in colleges. Eventually a group of delegates from thirteen of the United States drew up a resolution aimed to obtain justice.

They maintained they should have their own accrediting board, ranking with present boards in "academic and teachers colleges, schools, and universities." They were vague, as resolution makers often are, about where the board was to be set up. I suppose they meant it should exist in the places where they sought recognition, that is in important colleges and universities. I sympathize with them. I have been through the same trouble myself.

6,000 Art Teachers

Since one object of this department is to help teachers and executives in the field of art obtain their place in the sun, questions or comments will be interesting to the editor. New ideas always have important place in the Journal of Education. As the development of art is inevitable in a new civilization and leads the way to a better manner of living, the Journal is ready with a helping hand. The editor of this department will do his best, within reason, to assist teachers in solving problems. Classroom teachers of art may have something necessary to bring into the light of day about this subject and others. Supervisors of art, heads of schools, superintendents, and university professors may have revelations.

Let's get together on this important matter. We can assemble a large number of kindred spirits. According to my private count, noses amount to 6,000. That number of people must be engaged in teaching art. The art magazines say the high schools of the land contain almost 5,000 courses in art. The cities and towns where these schools stand often have a supervisor of art for elementary schools as well as a special art instructor in the high school. As some of this instruction is conducted by teachers of general subjects it would be a mistake to say the high schools and elementary schools taken together bring the count to 10,000. But the total number of art teachers in the country is large when we include teachers in art schools, the staffs of departments of fine arts and architecture in the colleges, and the teaching bodies in museums. The figure, 6,000, looks conservative. Increase in the present number is as inevitable as the daily rise of the sun. With such numbers and prospects great things can be brought to happen for the children in our elementary classrooms, the students in higher institutions, and the average teacher.

Famous Fallacies . . .3

Regimented Teaching

FRANK M. RICH
Principal Public School No. 2
Paterson, New Jersey

"The stickler for high standards is a public benefactor; but the stickler for uniformity is . . . . ."

THE regimentation of students is hardly more fallacious than the regimentation of teachers. Teachers also are learners. School progress depends upon the conditions favorable to their learning. Given a situation where they themselves feel the impulse to advance, where they are free to use their best judgment, and feel the effect of their own acts, they will go from strength to strength. Given a situation where all the thinking and willing is done by the commander, and where nothing is rewarded or punished except obedience to or deviation from orders, they will degenerate into automatons, parasites. Under conditions of rigid control there can be no learning, but only stereotype repetitions of old formulas.

In the Brueckner scale for measuring lessons, there are four well-defined types of teaching: (1) the compulsion type, where the teacher's work is largely confined to drilling the pupils to reproduce the language found in books; (2) the teacher-preparation type, where the instructor leads the class through a course of topics by explanations, questions and demonstrations; (3) the motivation type, which takes pupils' interests and instincts into consideration, and undertakes to impart knowledge, skills and attitudes while working out some concrete, usable product, which pupils value for its own sake, as a pageant, a piece of furniture, or a home-made book; (4) the pupil-activity type, where the pupils have all the above, plus the additional experience of making some of the plans and choices themselves, and learning to exercise their own judgment and sense of propriety in putting through worth-while undertakings. Lessons under each of these types may be very efficient or utterly futile, depending upon the skill of the teacher, but the best type-one teacher can never match the best type-four teacher in the sound development of mind and character. The lockstep administrator may be able to apply his methods with apparent success among type-one teachers. All the pupils of a given grade may be on a certain page of a certain book at a given date. In examination they can rattle off the prescribed words, when they hear certain questions; and those who expect nothing further from an education will be well satisfied with such results. But no type-four teachers and very few type-three teachers will be found in any such standardized organization. Mountain daisies do not grow in cellars. The better types of work demand the room and sunlight of initiative and discretion. This does not mean that the highest types of work cannot be subjected to the most careful inspection and measurement. The stickler for high standards is a public benefactor; but the stickler for uniformity is a pain in the neck. He cuts the best work down to the level of mediocrity.

The only justification for a policy of strict uniformity is so low a scale of intelligence in the ranks that there is no hope of anything but blind obedience to command. The poor, cheap draft animals must be worked in harness; but it is a serious waste of money to pay salaries of high-class workers, and then tie them up for fear they might make a mistake. The wise executive who can secure a better grade of subordinates gives them rope enough either to demonstrate their ability or to hang themselves. While discharging his responsibilities for team play and co-ordination, he takes into account that the worker on the job may at any moment discover or invent wrinkles and devices more suitable and clever than any he could devise, and if anybody can improve anything, he says, more power to his elbow. Of all idolatrous worshipers, the most impious to the creator are those who force others to bow down and worship those images of wood and stone which they grave and call standardization.

What Is a School?

A school is not merely a beautiful building, no matter how lavishly equipped with furniture, books, and apparatus. A school is a living spirit, blossoming from the daily triumphs of boys and girls under the inspiration of skillful teachers and breathing life into material surroundings.
—Worth McClure, Superintendent of Schools, Seattle, Washington.

Classroom Clinic

Of Personality and Behavior Problems

Conducted by

GARRY CLEVELAND MYERS, Ph. D.

Cheating on Home Work

From Ohio a high school teacher writes:—

> *How much weight should one place in the grade assigned a student, to the completion of blanks and making of formal outlines and note books ouside of class? Can we safely assume that a student has done such work, has learned the facts and principles involved? What about cheating in relation to such items?*

ANSWER—This question is not easily answered. Some out-of-class work may be desirable in most high schools. But we put a premium on dishonesty when we grade work so prepared outside of class, if it is of a standardized nature and can easily be copied by one student from another. Moreover, it is possible to make formal outlines, and even fill out certain kinds of blanks without much reflection or mental absorption, especially if specific facts are involved. Incidental memory has been found often to be very unreliable.

Either or both the following procedures may be desirable: Check by means of objective tests in class upon matter so prepared outside; or require the completion of certain amount of such work outside as prerequisite to the doing of certain other work in class which will be graded.

There can be no doubt that many formal outside assignments are wasteful to the student. On the other hand, originality in selection and organization of materials should, it seems, be given considerable credit in the rating scheme.

We know a teacher who seems to have a good plan for book reports. The book is to be read outside of class. The student is advised to write outside of class, or dictate for some one else to write, a summary of the book after reading it, according to a plan stated in class; to read over this summary several times outside of class. Then each student writes or gives orally the book report in class at a date announced beforehand.

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Wretched Handwriting

> *"I have a boy in the fifth grade,"* writes a rural teacher from Georgia, *"who does very well in oral work and tries hard, but when he writes I can hardly read it; and if he writes with a pen his paper is a sight. This boy seems to be very nervous. How may I help him cultivate neatness in writing?"*

ANSWER—Encourage him to do written work in class only with a pencil. Perhaps you suggest haste more than you realize, when the children do written work in class. He may be only an extreme example of the effect of too much classroom hurry. However, even though you may have a very quiet classroom atmosphere, this boy still may be excitable and have trouble when he writes.

You will then try to get in touch with his parents and prevail upon them to create a quiet home atmosphere for him and hold him to rigid hours of sleep; also protect him from exciting radio programs and greatly limit his attendance at movies.

One of my own boys was, at his age, a miserable writer. We helped him by having him practice writing every evening for a few minutes very slowly and carefully on lined paper from a few words or sentences written on a cardboard slip. Always the model was directly above the line he was writing on. Soon he showed considerable improvement.

Still having some trouble, however, to measure up to school standards of neatness and legibility, he was helped to learn manuscript writing. Discovery that he could do very well at this gave him considerable comfort and his teachers great relief. You might help the lad you write about in like fashion, especially if you succeed in enlisting his co-operation and that of his parents. To this end you will have to restrain yourself when you feel annoyed at his messy papers. Your sympathy and patience will go a long way to help him.

Perhaps we could afford to give more attention to the very poor writer, not only in the grades but also in the junior and senior high school. He needs help, not hounding and upbraiding. Unless he improves he will be greatly handicapped and annoyed all his school life. It is true that he could use a typewriter for work outside of class, yet always he will have to do a great deal of writing in class. The earlier he squarely

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by

Douglas C. Ridgley, Ph.D., Professor of Geography in Education, Clark University, Worcester, Massachusetts, in collaboration with Sidney E. Ekblaw, Ph.D., Professor of Geography, University of Kansas City, Kansas City, Missouri.

The manuscript for **Economic Geography** was started nearly three years ago and will be published in February, 1938. The authors and the publishers have spared neither time nor money in producing a text that we believe will be outstanding in its field.

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faces this problem the better it will be for all concerned.

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Displaying the Work

A Vermont elementary school principal writes:—

For years I have encouraged teachers to put up on the walls of the classroom the best work in arithmetic, composition, art, and the like. Is it a good idea? Recently I have had strong doubts. In most rooms I see on the walls day after day the work of the same few pupils.

ANSWER—You have raised an important issue. Inasmuch as your purpose is to encourage greater effort and to celebrate successes in the greatest number of pupils possible, why not modify your exhibit scheme as follows? Suggest to the teacher that she collect samples of work by the children today, and that after she has carefully examined them and returned them to their respective owners, she ask the children's permission to have these papers returned to her. Let her tell them that she is going to ask for similar samples after a month or so, in order to find out how much each one has improved.

The items measured might be neatness, penmanship, or skill or achievement in some basal subject. At the end of this interval she will display on the wall pairs of samples by several of those children who showed greatest improvement. According to this plan, almost every child might hope to win distinction and have a motive to try harder. Indeed, the child who always had been lowest might rank very high in improvement. A number of teachers who have been proceeding in this fashion have reported their belief that it is a good scheme.

We know a teacher who has a large book known as the "Penmanship Improvement Book." Each child writes a line as well as he can in this book on the first school day of each month. He grows exceedingly interested in the degree of his improvement. Also he gains considerable interest in the improvement of his classmates, rather than in how much better one pupil does than another. Some wise teachers also encourage their pupils to keep progress records and graphs of their achievement from day to day in arithmetic or algebra, in terms of scores on objective tests. There are undoubtedly great moral values to be gained by the child who competes with himself, ever trying, within reason, to improve upon his best earlier records.

All in the Day's Work

By EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

They Rated Me

An unusual experiment has just been completed. I have had my seniors and juniors rate me on the various points that characterize a successful high school principal.

The papers which were used were handed in unsigned, students employing a check mark to show whether they were seniors or juniors, boys or girls.

After the rating had been given, the office secretary computed the average mark accorded me by the different groups. Consequently I now have a record of the students' composite estimate of my ability and accomplishment. In the minds of my pupils I am not a "highest honor" principal.

It was gratifying to note, however, that I have gained substantially in some particulars since I carried out the same plan six years ago. For instance, at that time my lowest mark was in "sense of humor." Since then I have tried to loosen up and be more jovial about the school. The result is that my rating under this head has gone up six points!

Almost invariably the girls marked me appreciably higher than the boys did. I wonder if girls for biological reasons are not apt to look upon men in a more generous and appreciative way than boys do. Doubtless a woman would get a higher rating from the boys.

Although I have been told by several that students are incapable of judging their principal, I feel that in many respects they are well qualified. But, whether they are or not, the fact is that their feeling towards the principal is a very real factor with which he has to deal. For instance, several marked me low in "fairness." Even if I were the fairest person in the world, the fact that there are some students who think me unfair should put me on my mettle, not only to treat all impartially, but to convince every one that I am just.

In my opinion principals and teachers need frequent rating. In many ways the boys and girls are best fitted to give this. Why not call upon them?

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Schools More Than Local

An investigation has shown that about one-half of our students at some time in their educational careers have attended school outside this city. About one-eighth have been in educational systems outside the state. There is no doubt that the situation here is typical.

The American people are becoming migratory in their habits. A large percentage of children go about from school to school. Consequently no school of today can live to itself. The success of one school system is affected by what is being done in many others, near and far.

Even though a city may have the best teachers to be obtained, even though its buildings and equipment leave nothing to be desired, even though its native children may be of the finest stock, still its schools cannot rise to the highest level of achievement unless the various other schools from which pupils are continually coming are doing good work.

Educational opportunity in the nation must be equalized. This never can be accomplished by local communities. It must be evident even to the most conservative that the state and nation must assume a larger and larger part in the control and support of public education. No school anywhere can be assured of the highest attainments unless all schools everywhere have commendable standards.

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Everything Else

I have found a boy a job, obtained a group of students to furnish a concert for a public gathering, solicited shoes for a destitute girl, provided the press with extensive school news, and spoken at a meeting in support of a Chamber of Commerce project. All this happened today; the record is typical.

Formerly I considered myself an educator and played the part as best I could. The situation has changed, however, in recent years. Now I run an employment agency, conduct an entertainment bureau, and manage a relief organization. Above all I am a public relationship man for my school.

Some one will ask why I do not delegate this work to some one else. The answer is that I have handed on to my busy colleagues all I possibly can. I have no right to ask them to do more.

It is not that I make complaint. I am glad to help in all these worthy enterprises. But the question is—how am I going to save enough time and energy for the all-important work of education? The answer I seem unable to find.

The News Digest SECTION

Testing

Dr. Conant Urges More Not Less

CAMBRIDGE, Mass. — President James B. Conant, of Harvard University, told the sixth joint educational conference that a merger of scholastic testing agencies is necessary to meet the greatest problem of America's schools—the student of "marginal composite academic ability" who may possess high ability in special lines.

"I suppose that all through school and college we should endeavor by repeated testing to discover the development of a student's strong hand and judge him by that hand," said Dr. Conant. "At the same time we should endeavor to some extent to round out his intellectual stature by paying careful attention to his weaknesses.

"It seems clear to me that we need to continue to have varieties of tests and examinations in school, between school and college, and in college. But I suggest that we should have a more intimate association of all those interested in this subject.

"In any such merger I should wish for an agreement that the independent functioning of certain of the present boards be assured. The continued existence of the college entrance examination would be essential.

"From my point of view such examinations are particularly necessary for the boy of somewhat less than the highest rating of 'composite academic ability.' Everything indicates that the top flight of boys do well in college no matter what sort of a secondary school education they have received."

Plan Helps

Free Books Aid Alabama Pupils

BIRMINGHAM, Ala.—Records of the Alabama Department of Education indicate that more than 400,000 first, second and third-grade school children have benefited from the free school book plan adopted in 1935.

Department officials estimate that by October 1, 1938, the State will have spent $725,000 for books. An appropriation of $200,000 annually is provided for replacement and for new books as needed. Taxes on snuff and chewing tobacco furnish the chief revenue for this purpose.

Under a contract between the State and the official school book depository in Birmingham, the State gets a refund of fifteen per cent of the book sales — ten per cent in cash and five in books. In three years the State has received or will have received by October 1 from the depository, cash donations of $72,000 and books worth $36,250.

The free school book law provided that books be provided without charge to first graders in the 1935-36 scholastic year; first and second graders in the following year and the first three grades this year.

Charges Progressives Making Kindergartens of High Schools

EVANSTON, Ill—Many of America's high schools are being converted into "kindergartens," Professor Edwin B. Place, of Northwestern University, said.

Professor Place, who is chairman of the department of romance languages of Northwestern, based his criticism on what he said was a steady trend against the teaching of mathematics and modern language in the high schools.

Asserting that the movement was nationwide in its scope and criticizing adversely what he declared was a "tendency to avoid disciplines involving thinking on the part of the pupils—not to mention memory work," Professor Place declared:

"Meanwhile life has become more complex and competition keener, and the world wants people who have learned to dig into problems, and who have had to learn through experience that life is not a bed of roses."

The anti-mathematics and anti-modern language tendency was started, he said, about five or six years ago, in representative high schools by a group of men sponsoring the "progressive education movement."

"Leading universities agreed under certain restrictions," he said, "to admit high school graduates who had followed the new curriculum set-up. In other words, it was an experiment."

Declaring that in his opinion, mathematics and modern languages are the basic elements of cultural education, Professor Place asked:

"How in heaven's name can the fields of knowledge be integrated without studying their bases?

"The slogan of the progressive educationists is apparently that hackneyed old wise-crack: 'To know more and more about less and less.'"

Inconsistencies

High School Mind Found Not Logical

CHICAGO.—American high school students hold astonishingly inconsistent beliefs on major social issues like unemployment, free speech, democracy and work relief if the preliminary results of classroom tests in thirty public and private schools disclosed by the Progressive Education Association are typical. These tests of pupils' attitudes are being given as part of a nation-wide eight-year experiment ending in 1941 in which the thirty selected schools are attempting to work out a new high school curriculum more nearly adapted to life needs than the present one based on college entrance requirements. Upon the success or failure of these schools in curriculum revision in large part hangs the fate of the progressive education movement in America. In this effort development of consistency in pupils' social attitudes and of their personality in general is being given equal, if not greater, importance than acquisition of factual knowledge.

Record Spending

Virginia Schools Got Largest Sums Ever

RICHMOND, Va.—State and local appropriations for Virginia's public schools during the school year 1936-37 totaled $28,773,135, the largest amount ever spent on the system in any single year, it was disclosed in the annual report of the State Department of Education submitted to Governor George C. Peery.

Many Teachers "Little Czars," Says Guide-Book on Democracy

NEW YORK.—Holding that many teachers are "little czars in their own domains," a committee of the National Education Association has just published a guide-book bulletin on the practice of democracy in the schoolroom. If democracy is to survive amid the rival claims of fascism and communism, "the teacher should consider that she has a mandate from the government to develop her little group of primitive savages into a self-governing democratic community," argues the bulletin, which is entitled "Teachers and Co-operation."

To this end it offers her ten sample lessons or "techniques" in teaching children to co-operate in ordinary classroom situations. "How to Understand Another Person's Point of View." "How to Harmonize Conflicts of Opinion," "How to Delegate Action" are some of the titles. But the teacher is warned not to attempt to teach these techniques until she is successful in using them in her "personal conflicts with pupils."

Especially the bulletin appeals to her "as a patriotic contribution to national progress," to send in accounts of co-operative methods which she herself has evolved, of "solving difficulties that arise in social activities." "Remember," it warns, "that existing systems of parliamentary law, debate, legal procedures, etc., represent the accumulated wisdom of the race in carrying on competitive discussions in an orderly fashion. But we must quickly invent rules for co-operative discussion, and can achieve our aim only by mobilizing the products of creative thinking of the million American teachers."

Contributions from teachers will be used as a basis for compiling a Yearbook on Co-operation, to be published next Summer, in time for use in the 1938-39 school year, by the Association's Department of Supervisors and Directors of Instruction. Professor S. A. Courtis, of the University of Michigan, is chairman of the committee issuing both this preliminary bulletin and the eventual yearbook.

Scrapbook

School Registrar Keeps All News of Graduates

PROVIDENCE, R. I. -- Registrar Percival Norris has a file containing an account of every student who ever attended the Country Day school here. Norris starts a file as soon as a new student enters the school, saving clippings from newspapers and other sources. The clippings are augmented by photographs taken yearly during the boy's school years. He keeps in touch with graduates by letter, constantly adding to his clippings of former pupils—one of whom is a college president. Norris began his hobby at Lawrenceville, N. J, where he filled eight filing cases of clips. His Country Day file, now occupying only three cases, is growing rapidly.

Big Business

Yale's Expenses Run Into Millions

NEW HAVEN, Conn—The treasurer's report of Yale University revealed figures showing the business of running a large educational institution is definitely in the multi-million dollar class.

Yale's total expenditures for the college year of 1936-37 were $6,840,134, considering the university "as a teaching organization only." The figure did not reflect, the report said, a large part of the disbursements made by the athletic association, service bureaus, dining halls and the offices in charge of buildings and maintenance.

Work Shown

Schools Sponsor Exhibition in Buffalo

BUFFALO, N. Y.--The first educational exposition ever staged in Buffalo constituted a graphic demonstration of the way more than 90,000 school children of this city are learning to think "creatively," to assume responsibility and to work with one another

In one corner of the exposition, visitors found a Central American rubber plantation constructed as a class project in an East Side elementary school. Study of rubber from the tree to the finished product gave this class many opportunities to develop initiative.

This, however, is only one of scores of examples which show how the schools are directing children toward the ultimate goal of better citizenship. A primary grade produced a reproduction of the city block in which its school is situated, with miniature buildings.

One section of the exposition demonstrated the correlation of geography, art, history and English. Another showed how the lessons of safety are impressed on children.

Sponsors of the exposition are the Buffalo Teachers' Federation and the Board of Education. Its dual purpose is to interpret the educational work of the schools to the community and to show how the tax dollar is being expended.

Tea Party

Teacher Honored For 50-year Work

NEW YORK. -- Miss Kate E. Turner, who recently retired after a career of fifty years, six months and nineteen days as an active member of the city school system, declared she intended to climb into her brand new automobile and travel.

Miss Turner was guest of honor at a tea party arranged by the 160 faculty members of Bay Ridge High School, the girls' school of which Miss Turner had been principal for twenty years. It was a gay gathering, and the teachers sang songs they themselves had written. All the tunes were recent popular ones or bits from Gilbert and Sullivan.

During the time Miss Turner was principal of Bay Ridge High School she watched it grow in enrollment from 1,967 students with eighty-six teachers to 4,340 pupils and 160 teachers. The school, she said, is too big and too crowded.

She "bequeathed" to the teachers her "dreams," of small, less-crowded schools. She quoted one report urging that registration be limited to 3,000 pupils, and another, from London, saying that 650 was the largest registration suitable for a secondary school.

Miss Turner has advocated these two principles for many years. She has often pleaded the cause of the small school, so that pupils may know each other and the teacher may know them.

Indian Bureau

Extends School Service in Alaska

WASHINGTON.—No longer will Indian children in Alaska spend much of their time watching for passenger boats with prospective customers for souvenirs, such as miniature totem poles, dolls and moccasins. An $119,000 allotment from the Interior Department will afford an opportunity for many Indian children to attend school, a privilege few of them have had in the past. Both replacements and additions are much needed in Alaska Indian schools, according to educational authorities in the Indian Service. It is hoped that new schools will be built in about ten native villages each year for the next four years. Such a program, it is said, will just about take care of the Eskimo and Indian children.

Co-operation

39 Colleges Grant CCC Scholarships

WASHINGTON.—Thirty-nine colleges and universities, thirteen more than last year, have granted scholarships to enrollees of the Civilian Conservation Corps for the current academic year, Herbert W. Oxley, director of CCC camp education, reported to Robert Fechner, director of the corps.

This is the third year that institutions of higher learning have co-operated with the CCC Office of Education by offering assistance to enrollees to enable them to continue their education.

"Approximately fifteen per cent of our enrollment in the camps are high school graduates and some have completed a part of their college work," Mr. Oxley stated. "Wherever practicable, these CCC men, whose plans were thwarted by economic circumstances, should be given an opportunity to continue their higher training."

Among the colleges and universities granting scholarship aid to CCC enrollees this Fall are Bucknell, Colby, Rhode Island State, St. Lawrence and Vermont.

Thirty institutions are offering National Youth Administration scholarship assistance to CCC enrollees. They include Bucknell, Columbia, Rhode Island State, Rutgers and New Hampshire.

Eighteen colleges and universities agreed to make their loan funds and self-help jobs available to CCC. Among these are Columbia, Connecticut State, Rutgers and New Hampshire.

Fewer Pupils

Children of School Age Show Decline in Sweden

STOCKHOLM, Sweden.—The census of school children taken by Swedish education authorities as a preliminary to the reorganization of teachers' training shows a remarkable decline in the number attending school.

The decline is believed to be largely due to the practice of birth control. In 1922 there were 920,000 children aged seven to fourteen and in 1937 only 600,000. Widespread unemployment of teachers is foreseen as a result.

Reorganization

College Granted Bankruptcy Plea

GARDEN CITY, N. Y.—Permission for reorganization of Adelphi College finances under section 77-B of the Federal Bankruptcy Act has been granted by the United States District Court, thus making this college for women one of the first to seek relief under the federal statute.

The petition for reorganization lists assets of $2,950,678 and liabilities of $3,307,573, which leaves a deficit of $356,895.

Four possible steps to aid the reorganization are suggested in the petition, through which the school hopes to adjust an indebtedness upon which interest payments have been in arrears for two years. They are:—

1. Sale of from thirty to forty acres of the campus not now needed for college purposes. The property cannot be sold at present, however, because of provisions in the mortgage indenture.

2. Campaign to raise funds among the school's 3,000 alumnæ.

3. Sale of collateral and securities now in the possession of banks, thereby providing funds for reduction of redemption of loans which have tied up assets having a book value in excess of $150,000.

4. Appointment of a committee of mortgage certificate holders to negotiate for a reduction in the rate of interest in the institution's $1,000,000 mortgage if funds for payment could be made available, and to use general endowment funds, if the court permitted, for an adjustment with creditors.

Go Abroad

U. S. Private School Boys In Nazi Institutes Rising

BERLIN.—A marked increase in the number of American private preparatory schools exchanging students with the official National Socialist boarding schools, called National Political Education Institutes, is represented here as another victory for National Socialism over foreign prejudice.

Several American boarding schools have been sending students for a year's training in National Socialist institutions. This year has seen a notable increase in the American schools taking part.

In the past there has been no difficulty in finding young National Socialists to go to the United States, since their expenses are paid by the State. However, very few young Americans could be found for exchange purposes. Largely because of vigorous propaganda by the International Schoolboy Fellowship this situation has been altered.

The American boys here undergo a year's thorough training in National Socialism and wear the customary Brownshirt uniform.

Costs Down

Cut College Bill To $14 for Month

CANYON, Tex.—Success of two co-operative housing groups at West Texas State Teachers College here is prompting officials to consider expanding the system next fall.

Two groups of girls—twenty-three in one and fourteen in the other—found during one month that their cost for meals and lodgings was about $14. The co-eds do all the work and share the costs when bills are decided at the end of the month.

Reading Clinics Held Vital To Enable Pupils to Study

BUFFALO, N. Y.—The eventual establishment of "reading clinics" in the American school system was prophesied here by Dr. Stella S. Center, member of the Board of Examiners of the New York City Schools.

Addressing 2,000 members of the National Council of Teachers of English at their annual meeting, Dr. Center asserted that "many high school pupils go to college and fail because they cannot read."

"We build an educational system around the idea that pupils must master boks, and then fail to teach them how to read," she continued. "The chief source of ideas is the book; yet our system of education graduates pupils who take little satisfaction in reading and depend chiefly on tabloids, motion pictures and the radio for intellectual stimulus."

Maintaining that sufficient skill in reading cannot be acquired in elementary school, Dr. Center said what was required was a program of instruction in silent reading skills on all school levels from elementary grades through junior college.

The "reading clinic" the speaker foresaw was described as a "provision for a thorough diagnosis and remedial treatment followed by instruction that will establish the skills securely."

"I recommend a crusading campaign," she concluded, "to convince Boards of Education, taxpayers and ourselves that the business of the school is to teach people to read and that we need equipment and trained teachers if we are to develop a literate electorate."

Educators Put on the Carpet For Making the Schools Dull

BOSTON.—American schools and colleges were put on the carpet and taken squarely and severely to task in a book published entitled "Adult Education, a Dynamic for Democracy," by Professor Kirtley F. Mather, of Harvard, and Miss Dorothy Hewitt, founders and directors of the Boston Centre for Adult Education.

"Dull and lifeless, . . unattractive and dry," a "combination of boredom and torture" were some of the phrases used to describe conventional primary, secondary and higher school methods in this country.

The new volume makes available to educators everywhere results of the experiment in education which Professor Mather and Miss Hewitt have been conducting on Beacon Hill since 1933. The Boston Centre has 1,000 adults enrolled in evening courses, without examinations, credits or diplomas of any kind.

The trouble with the schools and colleges, they find, is that they have never really escaped from the effects of the "hard necessities of the pioneer days and the stern philosophy of the early Puritans."

One of the results in America is the "mistaken belief that anything worthwhile must be hard, dreary, and in general against the grain. The more uninviting and erudite a course in college, the greater is the intellectual distinction for taking it."

The ordinary college catalogue is held up as an outstanding indicator of the "drabness" of the usual formal education.

Another heavy guilt of the schools, Miss Hewitt and Dr. Mather charge, is that "no critical faculties are developed in the great majority of American citizens."

"One of the unfortunate factors in our educational system, which frequently appears at all levels of instruction from the first grade through college, is the tendency for students to accept without question what 'teacher' or 'the book' says.

"Very few citizens have gained the ability to appraise facts and opinions. The majority, though grown to adulthood in years, all too often accept as absolute truth exactly what the person on the platform says or the book dictates.

Adults Must Awaken.

"The main task before adult education is to awaken adults from this passivity."

Teachers Meet

Ask Tenure Status For Rural Teachers

JAMESTOWN, N. Y.—Closing its annual session, the State Teacher Association's House of Delegates adopted a resolution asking extension of the 1937 Tenure Law to include the State's 19,000 rural instructors.

If approved by the Legislature, the proposal would bring all rural school teachers under the protection of the statute. About 65,000 public school teachers already come under the law, which provides that a teacher who has passed a three-year probationary period cannot be dismissed without cause and a public hearing.

Claude L. Kulp, of Ithaca, was re-elected president of the association.

Other officers are first vice-president, William J. Small, Niagara Falls; second vice president, Mrs. Sara Granger, Chappaqua; third vice-president, Danford R. Thomas, Rome; fourth vice-president, Miss Margaret C. Hartnett, Menands.

Exchange

U. S. and Canadian Pupils on Visits

TORONTO.— Canadian secondary school methods were studied here recently by a delegation of three teachers and four scholars of John Marshall High School, Rochester, N. Y., who visited Northern Vocational School and exchanged ideas on the set-up of schools in the United States and Canada.

With educationists in both countries of the opinion that secondary school pupils are not as well versed as they might be in current events and the formation of the social order, it is hoped to establish study groups from each of these two schools which will visit the two cities once a year to discuss several topics of national interest, thus broadening the perspective of the pupils of both countries.

The plan is to select three topics of current interest which affect the United States and Canada in a way peculiar to each of the two countries, explained K. E. Gell, head of the department of social studies in Rochester, who suggested the St. Lawrence waterway project or the system of government or public utilities. Then the pupils would give each other their own views on these topics.

On Foreign Soil

Britons Attend School On Belgian Battlefield

BRUSSELS.—On the battlefield at Ypres stands an English school whose 100 British pupils have never seen Great Britain. The Ecole Britannique de Ypres was erected in 1929 by Eton College, as a memorial to 1,020 Etonians who died in the World War. It was designed by Sir Reginald Blomfield and the foundation was laid by the late Lord Plumer, Second Army commander and the hero of Ypres.

Nearly all the pupils have British fathers, some of the parents old soldiers and others gardeners employed in the war cemeteries in Belgium. Before the erection of the English school the children were being taught in Belgian schools. The headmasters are Londoners, the rest of the staff Welsh. The school is financed by the War Graves Commission and assisted by the garrison churches.

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Differentiation

Urges Tests to Avoid "Misfits" at College

NEW YORK.—The word most descriptive of the current changes in higher education is probably "differentiation," the attempt to provide education differing for each individual according to his capacity, Dean Bernice Brown Cronkhite, of the Graduate School of Radcliffe College, told the Radcliffe Club of New York recently.

Still better machinery for testing individual differences is necessary, however, she warned, if educational misfits are to be avoided. "Of the million college students in our country today a very large number would undoubtedly be happier and better off in a different type of training," she held.

"Better testing methods are especially needed at the time of entrance to preparatory school," she continued. "The girl who was told at fourteen that she was 'not college material' and who accordingly took a non-college course, only to find out the mistake at seventeen, can be encouraged to make up the necessary gaps and enter a few years late.

"More distressing is the girl with no aptitude for college whose family has insisted on a college preparatory course. She may fail to be admitted or she may manage to enter college only to fail out. In either case she is given a sense of failure which she should never have had to suffer. The illusive magic of the A. B. degree is partly to blame. Public opinion could do much to encouraging the building up of other institutions and the prestige of other than liberal arts degrees."

Law Standard

Massachusetts Will Demand Two College Years

BOSTON.—Massachusetts has raised its standard for admission to the practice of law by requiring two years of college work, or the equivalent, as a preliminary to the study of law. Announcement to this effect has been made by the Supreme Judicial Court of the state, the authority in prescribing standards for the bar. Students who have already entered law schools or who do so prior to September, 1938, are exempted from the requirement of the new rule, and the result is expected to be a large enrollment in some of the law schools at the approaching mid-year period.

Learns by Proxy

Sister Pinch-hits For Brother in School

GLOUCESTER, Mass.—Miss Virginia Broder, eighteen, who graduated from the commercial department of the Gloucester High School in June, returned to school this fall, taking sophomore college preparatory subjects. Miss Broder is "pinch-hitting" for her brother, Harold Broder, fifteen, who is confined to his home with a fracture of the leg, suffered in football practice. Her brother's concern over missing two or three months of school work caused Miss Broder to ask Leslie O. Johnson, principal of the high school, if she might take Harold's place in his classes and tutor him in the work at home after school. With his permission, she began the work.

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Laws Forcing Flag Salutes Are Ruled Unconstitutional

PHILADELPHIA.—State laws and school board regulations providing for salutes to the flag by school children are unconstitutional and a violation not only of religious liberty, but of the Fourteenth Amendment, according to Judge Albert B. Maris, of the United States District Court, here.

Judge Maris' decision was in the case of two children whose parents are adherents of the Jehovah's Witnesses Sect, and who were expelled from the Minersville (Penna.) schools two years ago for refusal on religious grounds to salute the national emblem.

Olin R. Moyle, an attorney at No. 117 Adams street, Brooklyn, counsel for the plaintiffs, characterized the ruling as of wide importance, adding that children of the sect had been expelled from schools in ten States because of State flag laws and school board regulations.

Furthermore, Mr. Moyle said, Judge Maris' ruling was directly contrary to decisions handed down in the highest courts of Massachusetts, New Jersey and Georgia, each of which held that a salute to the flag could not be construed as a religious rite and did not infringe upon the religious beliefs of any people.

In contradistinction to this, Judge Maris here ruled that the action of the minor defendants in the case before him "in refusing for conscience sake to salute the flag, a ceremony which they deem an act of worship to be rendered to God alone, was within the rights guaranteed them by the Pennsylvania Constitution."

"The conclusion," he said, "is inescapable that the requirement of that ceremony as a condition of the exercising of their right or the performance of their duty to attend the public schools, violated the Pennsylvania Constitution and infringed the liberty guaranteed by the Fourteenth Amendment."

Judge Maris held it was obvious that the individual concerned must be "the judge of the validity of his own religious beliefs," adding:—

"To permit public officers to determine whether the views of individuals sincerely held and their acts sincerely undertaken on religious grounds are, in fact, based on convictions religious in character would be to sound the death knell of religious liberty.

"To such pernicious and alien doctrine this court cannot subscribe."

Bar Arms

Middlebury Students Favor Boycotts

MIDDLEBURY, Vt. — More than nine-tenths of the student body at Middlebury College would refuse to participate in a war in which the United States is involved outside of its territory, according to a peace poll circulated by the Liberal Club and the Women's Forum. One out of every ten would refuse to bear arms even in defending the country in its own territory. The students favored collective economic sanctions against aggressor nations, however.

Check Aptitudes

Four Universities Give "Inventory" Exams

NEW HAVEN, Conn.—To gauge the aptitudes and the depth of knowledge of their entering students, the non-professional graduate schools of Columbia, Yale, Princeton and Harvard Universities are jointly offering for the first time in their histories a uniform experimental "inventory" examination. Results are expected to indicate how an individual rates in comparison with the entire entering group.

The test, which aims to be a means of "self-guidance of the student examined and for the better understanding of the student by the faculty," is not an entrance examination. It will have no "immediate" bearing upon a student's "membership" in his school, it was said, and neither will the grades be placed upon the student's official record from which transcripts are issued.

"The non-professional graduate schools of American universities," a spokesman declared, "have not in general made as much use of such available means of studying and aiding members of their student bodies as have some undergraduate colleges and graduate professional schools.

"This is the kind of test for graduate schools which has often been discussed by university people, but it has never been undertaken on such a large scale before."

Questions asked cover the social, biological, physical sciences, the humanities, mathematics, foreign language and verbal aptitude.

Technical branches of professional subjects—medicine, law, engineering—have been excluded from the test "except as found in the arts and sciences on which they rest," it was said.

Busy Brains

"Preoccupied Mind" Called a Menace

LANCASTER, Pa.—High-pressure living and keen competition for success are causing a dangerous prevalence dress. Stressing the necessity of liberal arts courses which emphasize "the breadth and fullness of life," Dr. Nichols said that "the minds of our leadership today are deprived of their freedom by the narrowing influence or pre-occupation" which comes "from the intensity of specialization." "Conditions of modern life enslave the human spirit," he went on. "We need a continual crusade for freedom and we need youth trained to lead it. Liberal arts can supply this feverish age with the sense of time. Liberal arts cultivate and extend the imagination. Their mission is to unlock the resources of the mind."

Trailer Problem

Country School Enrollment Swelled

ROCKFORD, Ill.—Thirty children from four trailer camps in a rural school district here, who swelled the country school enrollment by a third when they entered, are a financial problem to local authorities. Irving F. Pearson, county superintendent, is trying to figure out some way to finance the increased load.

Standards

New Education Urged by Wells

BOSTON.—"If you are going to have such things as free living men in a free country—which is what I suppose democracy to mean—you have got to raise the standards of education enormously." That, in brief, was the theme of the two talks given in Boston by H. G. Wells, internationally known author and planner.

"Raising educational standards doesn't just mean classes of thirty students instead of classes of forty," Mr. Wells declared. "Our schools today are like comparing a wooden ship of Trafalgar with a modern battle ship. We must organize knowledge and thought more efficiently."

Mr. Wells believes, however, that there has been a general advance in civilization all over the world since he began writing in the middle "Eighties."

Book Reviews

Fair Dealing

BUSINESS LAW AND PROCEDURE. By Clyde O. Thompson, Davis High School, Mount Vernon, N. Y.; Ralph E. Rogers, Albany (N. Y.) Law School; and Michael A. Travers, State Teachers College, Trenton, N. J. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

The growing complexity of modern economic life has enhanced the importance of a study of business procedures and business laws in the secondary school. There are, in fact, many educators who would like to expose, not submit, nearly every pupil to a certain amount of instruction in that field. The encounter with some business situation calling for an elementary knowledge of legal matters is an experience common to all persons once or many times in a lifetime.

This new text seems remarkably well adapted to its purpose of making the main principles and most frequently met operations of business law clear to the novice. The selection of material to be presented has evidently been kept to essentials and fundamentals, to the exclusion of the rare and the superfluous and the complicated. Skillful handling by the authors has resulted in a smooth approach to each fresh subject. The pupil is led to see the true picture of each problem and how it might arise, and he learns not only the common law but the prevailing statutory modifications of it. Cases are freely used to illustrate the legal principles under consideration. Nowhere is the pupil left to wander about in abstractions whose practical value or bearing he cannot grasp.

Human relations in business are, after all, an interesting subject for examination and a broadening one as well. The writers of "Business Law and Procedure" have taken good advantage of their opportunity to supply a clear and interesting treatment.

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The Past Becomes Alive

GLIMPSES INTO THE LONG AGO. By Edna McGuire. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

The dead past is not dead, nor need it seem so if properly presented in story and in picture. "Glimpses Into the Long Ago" causes the Dawn Age, the earliest civilizations, the peoples around the Mediterranean—the Greeks who discovered beauty and the Romans who developed political power—and the Europe that came to pass after Rome had fallen—to become real and vivid. Miss McGuire likens it all to a peep show, and such it truly is. And what an attractive "theatre" this peep show occupies, for the book is beautiful to the eye, with its silvered covers and its delightful illustrations by George M. Richards.

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Stages of the Stage

PLAYS AND THE THEATER. Edited by Russell Thomas. Boston: Little, Brown and Company.

A good background of appreciation of the drama may well be one of the aims of an English literature course in the secondary school. And for such a study this new text, "Plays and the Theater," has a particular merit. The dozen plays which it contains start with "Antigone" as exemplifying the Greek drama at its best, and they run down through modern times, drawing upon the French Moliere, the Norwegian Ibsen and other playwrights, both English and American. The compilation, with its brief but clear historical matter interspersed, should demonstrate the essential similarity of audiences in various times and lands, and the permanent interest in drama that is truly superlative in its day.

The verbs "to learn" and "to enjoy" are practically synonymous with such a text in such a subject.

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Chemistry Humanized

NEW WORLD OF CHEMISTRY. By Bernard Jaffe, Bushwick High School, New York City. New York, Newark, Boston, Chicago, San Francisco: Silver Burdett Company.

Clearly a different sort of formula from the customary one has determined the composition of this text in chemistry. Here is less of cold factual detail to be remembered until the testing time and then forgotten. A certain amount of this is included, of course. But there is more of underlying theory, more of laws and principles, more of penetration and understanding, more of opening up the vistas and the ways of science, more of the human side, both in advancement of chemical frontiers and in putting chemistry at work for mankind.

The wide variety of apt and lively illustrations are a striking feature of this unusually well planned treatment of chemistry for the secondary school pupil. The pictures represent action—science with its coat off, doing great things.

Chemistry is, indeed, opening up a new world. Creation of an intelligent and lasting interest in the subject has evidently been an objective of Bernard Jaffe in the writing of this book. His visits to many school laboratories and his conferences with many teachers of chemistry, regarding the most effective procedures and the best selection of textbook material, are well reflected in this modern and workable-appearing schoolbook. It should help to make the chemistry classroom a place of interested, active learning, not of cramming.

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Character—and Reading

REMEDIAL READINGS. Marion Monroe, Specialist in Remedial Instruction, Pittsburgh, Pa., and Bertie Backus, Assistant Superintendent of Schools, and Principals, Counselors, and Teachers of the Washington, D. C., Public Schools. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Starting in 1934, the public schools of the District of Columbia conducted an experiment in character education, one phase of which is recorded in this monograph. For it was early recognized by those connected with the management of the character project that a large percentage of the children constituting behavior problems are poor readers.

How the reading disabilities of individual pupils in ten schools were diagnosed and treated, mostly in special classes, is unfolded in this meaty little book. It is much more than a report of a two-year experiment which, in the nature of things, was somewhat inconclusive. It is a source book of helpful suggestion for administrators and teachers who really desire to improve the reading skills of those numerous boys and girls whose access to the printed message is somehow barred.

There is, happily, a growing realization of the importance of cultivating to the utmost the power to read with comprehension and facility. The only way that mass education can overcome the handicaps of the slow readers and the non-readers, is by "unmassing" itself and getting down to individuals as human entities and cases.

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Typewriters

Underwood Elliott Fisher Inc.
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Self-Quizzing

Students Ask Questions And Give Own Answers

BOSTON—Something unique in the way of quizzes was given recently to economics students in Boston University's College of Business Administration. The students were passed a blank piece of paper and asked to write their own questions, and then to answer them.

The purpose was, the professor said, to find out what the students did not know, that is, what they did not ask themselves, and to see by their questions how they rated the relative importance of the material which the test covered.

The number of questions which the students asked themselves varied from the youth who asked himself eighteen questions to one who dared ask but a single question. The average student felt that he could safely ask himself seven questions.

No student failed in the quiz, and on the whole the marks were fairly good.

Letters

Blue Pencil Slipped

May I have a bit of Journal space to make it clear that my article last month, "Do Teachers Get This Way?" which was shortened for editorial reasons, was not just another "escape" article? Thank you.

To advocate running away from the realities of a teaching environment would be unprofessional, and in practice lead only to further unhappiness. I urged teachers to seek their own lives through outside interests so that they might return to their classrooms as enriched human beings, more capable of filling the job society has entrusted to them.

Vivian Roegner Fletcher.
Montclair, New Jersey

Thanks!

Evidently the present Editors of The Journal of Education have caught the vision of the great crusader—A. E. Winship—because they have carried on the magazine in a most remarkable fashion. It is always refreshing, up to date, and thought-provoking. The Journal is one of the few magazines that give all sides of a question and present things in an unbiased way. I have long thought of writing you my impressions and I do congratulate you very heartily on the work you are doing with this great national educational magazine.

V. H. Culp.
The Northern Normal and Industrial School
Aberdeen, South Dakota

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Grins Between Grinds

Marking the Spot

Last summer, Ole and Jens, who are novices at the game, went fishing. Strangely enough, they happened to hit a good spot and hauled in quite a bunch of whoppers.

"By yee, das fine fishing hole—las mark das place ant come back tomorrow," suggested Ole, and proceeded to pull up the anchor.

Then, as they neared the shore, Ole asked, "Did you mark das place where ve caught dose fish?"

"You bet," answered Jens. "Ay poot cross mark on da side da boat."

Ole snorted, "Well, lunkhead, how do you know ve'll get das same boat tomorrow?"

• •

Never Again

Lady Customer—"He's a darling, but I'm afraid I can't buy him because my husband doesn't like dogs."

Dealer—"Listen, lady, you buy 'im. You can easily get another husband, but you'll never get another dorg like him."

• •

Details Needed

Battered motorist (returning to consciousness)—"Where am I?"

Nurse—"This is No. 6."

Motorist—"Ward or cell? Quick!"

• •

Noting It

At the orchestral concert.

Mother (to small daughter who is tying a knot in the corner of her tiny handkerchief)—"What are you doing that for, darling?"

Daughter—"Oh, mummie, I do want to remember that pretty tune."

• •

Cause for Pacifism

After a long talk on the value of peace, good will and disarmament, a teacher asked his class if they objected to war.

"Yes, sir, I do!" said one boy.

"Good! Now tell us why."

"Because, sir," said the boy, "wars make history—and I hate history!"

• •

Potential Song Leader

Mother (calling to small boy alone with baby brother)—"Why is the baby crying, Junior?"

Junior—"Oh, the nasty tempered little thing is mad because I was making him smile with your glove stretcher."

• •

Or a Rich Uncle

Would-be Writer—"What do you consider the most important qualification for a beginner in literature?"

Old Hand—"Small appetite."

• •

Something Plus

Mother asked her small son what loving kindness meant.

"Well," he said, "when I ask you for a piece of bread and butter and you give it to me, that's kindness, but when you put jam on it, that's loving kindness!"

• •

Liberal to the Core

Mother—"Why, Bobby, you selfish little boy! Why didn't you give your sister a piece of your apple?"

Bobby—"I gave her the seeds. She can plant them and have a whole orchard."

• •

Low Effort

Mother—"I don't believe you are trying very hard in school."

Johnnie—"Yes, I am. Teacher says I am the most trying boy in the class."